Vol. 120 MAY 3, 1937 No. 9

MAY 6 1937

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

Help for the Maladjusted Child

WITH DIAGNOSTIC AND REMEDIAL CHART

ANNIE DOLMAN INSKEEP

Teaching from Current Magazines

LEWIS H. CHRISMAN

Winning Boys to Better Books

JOSEPH A. MOORE

Put the "First R" First

ANITA ALDRICH

Kalamazoo's All-School Council

LEONARD GERNANT

Emergence of the Teacher

A. V. OVERN

Self Government Has Limits

GARRY C. MYERS

What of the High School Loafer?

WILLIAM N. MALONY

PSYCHOLOGICAL CLINIC
NEWS DIGEST and OTHER FEATURES

TWENTY CENTS $3 A YEAR

PUBLISHED AT BOSTON MASSACHUSETTS SINCE 1875

THE JOURNAL OF EDUCATION

BARDWELL-MABIE-TRESSLER'S

Elementary English in Action

Meets These Objectives—

- Gives appreciation of the importance of Language
- Improves ability to speak and write
- Supplies a handy reference on language problems

3-BOOK OR 6-BOOK EDITIONS
GRADES III TO VIII.
TEACHERS' MANUALS. PRACTICE BOOKS.

D. C. Heath and Company

Boston New York Chicago Atlanta
San Francisco Dallas London

A-N-N-O-U-N-C-I-N-G

The Administration of Co-Curricular Activities in the Elementary School

By HENRY J. OTTO, Ph.D.
SHIRLEY A. HAMRIN, Ph.D.

THIS is the first volume to treat co-curricular activities in the elementary school in detail with adequate attention to objectives and organization. The treatment is comprehensive and endeavors to show how trips, school assemblies, publications, clubs, and other worthwhile activities can be made an integral part of the composite school program. This is a valuable source book and guide. It is one of the volumes in The Appleton-Century Series in Administration.

D. APPLETON-CENTURY COMPANY

35 West 32nd St., New York
2126 Prairie Ave., Chicago

THE NEWLON-HANNA SPELLER

Two-Book Series
Three-Book Series
Seven-Book Series
Spelling Notebook

THE NEWLON-HANNA TEXTBOOK-NOTEBOOK SPELLER

Seven-Book Series

Both *The Newlon-Hanna Speller* and *The Newlon-Hanna Textbook-Notebook Speller*

Make it possible to present spelling words to pupils at the time when they need to write the words and are interested in them.

Give pupils a motive for their work by grouping the week's work conveniently in a single page unit, introduced by a story which includes the words to be mastered.

Organize review work systematically, so that pupils are tested at least three times on each word, over a period of six weeks, and oftener on their particular "demons."

Suggest many activities week by week to give cumulative drill on fundamental principles of spelling.

Houghton Mifflin Company

Boston New York Chicago Atlanta Dallas San Francisco

Why Growth in English is Chosen

It wasn't agency work—
"If you recall, it wasn't agency work that sold these books to us—it was the experience of two or three other schools that had found them effective in the same way that we have."

Three to eleven points above the median—
"Our testing department reports that class medians are from three to eleven points above the median set by most achievement tests we have used. Most of this improvement has come about since the use of Growth in English."

More than a guide to correct speaking and writing—
"Growth in English is more than a guide to correct speaking and writing. It is rich in material that arouses interest in the art of behavior and the cultural aspects of life."

NEWSON & COMPANY
72 FIFTH AVENUE, NEW YORK, N. Y.

Modern-School Arithmetic
New Edition

CLARK — OTIS — HATTON

A new series with new and improved features including well-balanced reallocation of subject matter in keeping with progressive practice. A sound educational philosophy and effective teaching method emphasizing careful developments for understanding, meaningful practice, and training in problem solving.

For grades 3-6; fully illustrated

World Book Company
Yonkers-on-Hudson, New York
14 Beacon Street, Boston

MILK HELPS MAKE GOOD TEETH
Chewing Gum HELPS KEEP TEETH CLEAN AND STRONG
FOUR FACTORS that help teeth are:
1 Right Food.
2 Chewing Exercise — and this includes chewing a stick of gum for 5 to 10 minutes twice a day.
3 Keeping Teeth Clean — try chewing gum as well as using the tooth brush.
4 Dentist's Care.
There is a reason, a time and place for Chewing Gum.
UNIVERSITY RESEARCH FORMS BASIS OF OUR ADVERTISING . . . NATIONAL ASSOCIATION OF CHEWING GUM MANUFACTURERS ROSEBANK, STATEN ISLAND, NEW YORK

NEW MACMILLAN BOOKS

SOCIAL BACKGROUND HISTORIES
for Elementary Schools
By McGuire

These new books supply for Grades 4, 5, and 6, material rich in imagery to enable the child to reconstruct for his own understanding the life of mankind during the world's successive civilizations. History is unfolded by means of an interesting descriptive narrative divided into stories and scenes. The style is simple and colorful. In quality, in dramatic values, and in number, it is doubtful whether any series of history books has been so well equipped with illustrations. Mr. George M. Richards has created pictorial settings for the subjects of the text that will win the enthusiastic approval of teachers and pupils. Almost every illustration is a dramatic scene. The titles are: GLIMPSES INTO LONG AGO—Grade 4; A BRAVE YOUNG LAND—Grade 5; A FULL-GROWN NATION—Grade 6.

THE PROGRESS ARITHMETICS
Basal Text-Workbooks for Grades 3 to 8
By Boyer-Cheyney-White

These new books combine in a single volume for each grade all the essential features of a vitalized textbook and a complete diagnostic workbook. These are doing books; pupils see, think, study, work—all on the same page. The whole is worked into a unified program. The vocabulary has been carefully checked; pupils read them easily. Practice and drill materials have been apportioned on a basis of the results of research studies on relative difficulties of combinations and operations. Write for complete information.

SPEECH ARTS
By Craig

This popular book will soon be available in a revised edition.

GAMES
By Bancroft

A new and revised edition of this famous and popular book will soon be ready. Be sure that every school has its copies of this helpful new book.

THE MACMILLAN COMPANY
60 Fifth Avenue, New York

THE MAKING OF AMERICAN CIVILIZATION
By Charles A. and Mary R. Beard

Here at last is the high school history for which schools have been asking. It is written by America's most gifted historians and writers. It is a magnificent study of the whole of the American heritage; it deals with current issues and relates them to the present and the past. As might be expected of the Beards it possesses a charming, simple style, and is illustrated with a wealth of interesting, handsome pictures, many available for the first time. Every high school in the country should be equipped with a supply of this inspired book. Write for further information.

Junior Unit HIGH SCHOOL ENGLISH
By Canby and Others

The Junior High School Unit of the six-book high school course is now complete, through publication of Junior Book Three. This unit can now be used in connection with the books of the Senior series to meet every type of high school organization, a two or three year Junior course and a three or four year Senior course.

THE NEW ULLMAN & HENRY LATIN BOOKS

With the publication of NEW ELEMENTARY LATIN and NEW SECOND LATIN BOOKS, this famous series continues its leadership in the field of Latin textbooks. Their success arises from the fact that they give satisfaction in use.

THE GOOD COMPANION BOOKS

The specific purpose of this second-basal series is to supplement the related readers in the Gates Program of Reading embodied in the WORK-PLAY BOOKS. The following titles are now ready: DICK AND NICK (Primer); FUN WITH DICK AND NICK (First Reader); THE STORY BOOK OF NICK AND DICK (Second Reader).

NOTABLE SHORT STORIES
By McFarland

A skillful selection of classical and contemporary short stories, accompanied by brief questions and exercises and short biographical sketches of authors. Twenty-three excellent stories for junior high school grades.

The JOURNAL of EDUCATION

Twice a Month for Better Schools

ESTABLISHED 1875

ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*

Contributing Editors:

GARRY CLEVELAND MYERS DANIEL P. EGINTON

Advisory Editors:

A. R. BRUBACHER, President, N. Y. State College for Teachers, Albany
E. W. BUTTERFIELD, Connecticut Commissioner of Education
HAROLD G. CAMPBELL, Superintendent of Schools, New York City
FRANK CODY, Superintendent of Schools, Detroit
ARTHUR DEAN, Educational Consultant, New York City
BURTON P. FOWLER, Headmaster, Tower Hill School, Wilmington
E. C. HARTWELL, President, State Teachers College, Brockport, N. Y.
HENRY W. HOLMES, Dean, Graduate School of Education, Harvard
VIERLING KERSEY, Superintendent of Schools, Los Angeles, California
WILLIAM McANDREW, Editor and Lecturer, Mamaroneck, N. Y.
A. B. MEREDITH, New York Univ.
WORTH McCLURE, Superintendent of Schools, Seattle
BERTRAM E. PACKARD, Maine Commissioner of Education
EVERETT V. PERKINS, Principal, Augusta, Maine
CARROLL R. REED, Superintendent of Schools, Minneapolis
AGNES SAMUELSON, Iowa Superintendent of Public Instruction
PAYSON SMITH, Lecturer, Graduate School of Education, Harvard
WILLIS A. SUTTON, Superintendent of Schools, Atlanta
CAROLINE S. WOODRUFF, Principal, Vermont State Normal School, Castleton
WALTER S. YOUNG, Superintendent of Schools, Worcester

OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

Contents for May 3, 1937

WORLD AT LESSONS 215
Labor Gains a Big Point
A Harvard Venture
The Marriage Exodus
Central Europe Footnote
Proposed Desecration
Deluxe Report
Now the Acid Test

HELP FOR THE MALADJUSTED CHILD 217
Annie Dolman Inskeep

WINSHIPISMS 221

TEACHING FROM CURRENT MAGAZINES 222
Lewis H. Chrisman

WINNING BOYS TO BETTER BOOKS 224
Joseph A. Moore

PUT THE "FIRST R" FIRST 225
Anita Aldrich

KALAMAZOO'S ALL-SCHOOL COUNCIL 226
Leonard Gernant

THE EMERGENCE OF THE TEACHER 228
A. V. Overn

SELF-GOVERNMENT HAS LIMITS 230
Garry C. Myers

WHAT OF THE HIGH SCHOOL LOAFER? 232
William N. Malony

ALL IN THE DAY'S WORK 233
Everett V. Perkins

PSYCHOLOGICAL CLINIC 234
Helen F. Cummings

THE NEWS DIGEST 235

BOOK REVIEWS 241

GRINS BETWEEN GRINDS 243

THE JOURNAL OF EDUCATION is published the first and third Mondays in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are listed in Education Index.

The Editors Say...

We just can't help feeling a bit proud of this particular number of our magazine. Not because of what we ourselves have written in it, but because of the compliment paid us by our contributors in using The Journal as their clearing house for so much of pertinence and point in education.

Miss Inskeep's article, "Help for the Maladjusted Child," is virtually a compendium of the most important facts yet discovered in mental hygiene for children having personality difficulties. As for the chart printed with this article, we have rarely seen more of practical usefulness condensed into a single page than in this instance.

A trilogy of articles on reading next claims your attention. Using current magazines as textbooks; elevating the "ornery" reading tastes of adolescent boys; and reducing failures through teaching pupils to read with comprehension—these are important themes, each well handled by one who writes from knowledge.

Are you as an administrator interested in getting pupils to pull with you in the management of your schools? Then read of "Kalamazoo's All-School Council."

Is a time coming when the superior teacher can stick to teaching without being penalized in pocket? Note A. V. Overn's article on "Emergence of the Teacher."

Is self-government for pupils a success? Garry Myers thinks it is, provided one recognizes its natural limitations.

"What of the High School Loafer?" asks William N. Malony—and proceeds to answer—thoughtfully.

Happily, there is an increasing flow of just such helpful material coming to our desk, as educators more and more turn to this magazine as a means of sharing their best with the profession.

OUR WAYS OF LIVING

Wilson, Wilson, Erb and Others

A NEW SERIES, built on the unit plan, which offers a sound, practical program for teaching the social studies.

These four books

—acquaint the pupil with the chief factors affecting our daily life, geographic influences, our inheritance from the past, the interdependence of social groups

—impress him with the marvels of modern industry, transportation, communication, machines, agriculture

—quicken his appreciation of the arts, the value of education, the great importance of sound government and

—help him to form correct habits of thought and high standards of living.

The series may be used as a basal course in the social studies or as a means of correlating geography, history, and civics.

Ways of Living in Many Lands	$1.16	Living in the Age of Machines	$1.44
Where Our Ways of Living Come From	$1.28	Richer Ways of Living	$1.48

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta Dallas San Francisco

The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 120 | Boston, May 3, 1937 | Number 9

World at Lessons

Labor Gains A Big Point

THE right of workers to band themselves together for the purpose of bargaining collectively with their employer, has at length been established in this country. The Supreme Court's rulings on five cases, April 12, confirmed the constitutionality of the Wagner Relations Act, and thus wrote history. The court at the same time modernized its conception of "interstate commerce," extending the term to include the manufacture of goods to be sold across state lines, even though the actual manufacturing is a local matter.

The rise of huge corporations whose activities are unconfined by state frontiers, has created greater need for federal control, which should be exercised in behalf of the general public as well as labor.

As for the right of collective bargaining—it belongs to the workers quite as truly as to the owners—the stockholders who have long had the privilege of being represented at bargaining parleys by their chosen officers.

The right to bargain collectively was implicit in the Constitution all the time. It is well the fact has now been recognized in a set of decisions not likely to be reversed.

• • •

A Harvard Venture

PRESIDENT CONANT'S announcement that Harvard will throw open the doors of certain history courses to all who desire them—without fees or admission requirements—heralds an experiment of great promise. How the undergraduates will like having a miscellany of the general public attend lectures with them and take the same examinations, will not matter so much as will the number and quality of the adults who chance to be attracted by this unusual opportunity.

Harvard will be making an important contribution to the cause of adult education by this latest venture. At the same time, Harvard will give visible proof of its desire not to stand aloof, rendering exclusive service to a favored group of selected students. The light of the Cambridge institution will shine for all.

Opening these courses in the history of the United States may be only a precursor of other generous and socially constructive acts contemplated by the ever-interesting James B. Conant.

• • •

The Marriage Exodus

THE principal of an elementary school remarked recently that an epidemic of marrying had struck his school, and he was considering what to do about it. He hinted that he might resort to spraying.

The constant withdrawal from the profession of women teachers because of marriage has long been a problem for administrators to struggle with. The partial solution that consisted in retaining these teachers after marriage, if they were willing to stay on and teach, has been badly upset by the existing rules and prejudices against the employment of married women teachers.

Every year sees thousands of teachers lost to the profession. Nor can the loss be discounted by a declaration that the teachers who step over into the home are of a lighter and less desirable type than those who stay in teaching. The marrying teachers are of all sorts, professionally. They probably average just as high in educational value as those who remain single. Even a teacher who is regarded as "only waiting to be married" may do a superb job of teaching while she waits.

There is one matter connected with these hymeneal departures that ought to be given a little thought. This is the growing custom of holding showers, receptions and parties for the outgoing teachers. In some schools and school communities these affairs have become a serious burden upon the unmarried teachers. They do not feel like protesting when some special friend of the altar-headed sister suggests a little social affair by way of celebration. The piling up of such affairs nevertheless constitutes in many instances a heavy tax on spinsterhood. The "shower" falls only on the favored ones of Cupid.

Any one who will invent a cure for this—without making the faculty-mates seem "pikers"—will deserve credit as a benefactor of the teaching profession.

Central Europe Footnote

IT MAY, of course, turn out that Italy's new policy of letting Austria "go it alone" is an encouragement to turmoil in Central Europe. The Austrian Chancellor, Dr. Schussnigg, went to Rome to win assurances of backing in the event his little nation called back the monarchy. But Mussolini saw in this only an incitement to Berlin to step over and establish that all-German nation which is so strongly desired by the Nazis. So the Austrian delegation was advised to discard the monarchist urge.

It is only in a military sense that Italy refuses to guarantee anything for Austria. Treaties still exist that offer such guarantees.

Italy's new policy is not wholly different from the change that has occurred of late years in the United States' interpretation of the Monroe Doctrine. Italy has chosen not to assume sole guardianship of her weaker neighbor, but rather to recognize that Germany has an interest also, and that the task of stabilizing Central Europe necessitates the full and voluntary participation of Germany with other nations.

The United States no longer undertakes to act as self-appointed sole protector of the Western Hemisphere, but agrees to collaborate with the other neighbors whenever a crisis arises that is of common concern.

Is not Italy taking a forward step which may be comparable?

• • •

Proposed Desecration

A MOVEMENT is under way in Massachusetts to transfer the state prison from its present location at Charlestown to Concord. While it is true that the ancient structure at Charlestown is unsanitary, unsafe and a disgrace to Massachuetts, its removal to Concord would be a stupid blunder and a lasting impairment to that well-known and well-loved shrine of American literature and history.

Concord already contains, in its western section, a large reformatory which was originally planned to house the state's most hardened criminals. The experiment in that line, however, was short lived. A distance of twenty miles from Boston rendered the re-capture of escaped criminals difficult. For this and other reasons the idea was abandoned. Now it has cropped up again.

Concord has somehow managed to preserve a good deal of the historic atmosphere without too much modernization. It is not a place where hawkers infest the tourist nor where glaring signs proclaim the presence of its various attractions. One may visit the North Bridge, the Minute Man, the Battleground, the haunts and houses of Emerson, Thoreau, Hawthorne and the Alcotts, and other shrines of the locality in a quiet mood and with a sense of having been transported into the past or into something enduring that is truly American.

To dump a penal institution for hardened convicts into such a place would be a desecration such as every American who ever visited Concord or ever hopes to do so, should resent with vigor.

• • •

Deluxe Report

WHILE New York City is not the first place in the country to transmute its annual school report into a handsome picturebook, rather than a desiccated statistical tome to gather dust, it is nevertheless true that the Gotham reports of the past two years have been the most impressive and alluring affairs of the sort that have yet been issued. Much credit is due to Superintendent Harold G. Campbell and to his Board of Education for their perception of the enormous value to be derived from the publication of a report that many citizens would read and appreciate.

To Dr. Campbell's secretary, Howard A. Shiebler, must, however, be ascribed the creative triumph of the production itself. His artistic eye and alert, imaginative mind have produced something quite out of the ordinary—something which would have been impossible without a bank roll and a superior printer and engraver. But—the people who see this report of the New York public schools will have their eyes opened to the grandeur and the challenge of that metropolitan task—to provide personally and socially useful schooling to more than a million children every year.

• • •

Now the Acid Test

OUR national government has reached a point where further living beyond its income will impair credit. The wavering market for United States bonds has stirred a timely warning to that effect.

Unless taxes are to be increased, government expenditure must be cut. These, aside from borrowing, are the only alternatives.

If the men we have in Washington are statesmen, they will choose the way of economy. They will realize that economy can be accomplished only through a general paring down of expenses—not by trying to get some other group or constituency than their own to accept the cutting. But if the painful experience is shared equally by all, the sense of fair play will serve to ease the hurt.

Politicians cannot rise to meet this test. It calls for statesmen.

Help for the Maladjusted Child

By ANNIE DOLMAN INSKEEP
Adjustment Counselor
Berkeley (California) Public Schools

Mastery of this one article on the personality difficulties of the elementary school child will add immensely to the effectiveness of any teacher.

ATTEMPTS made at social reconstruction after the close of the World War have thrown much light upon the special significance of childhood symptoms. It has become increasingly evident that many maladjustments have their roots far back into childhood.

Recognizing the child's type of divergence from normal and doing remedial work wherever possible is vastly more important, not only for his happiness but also in looking toward stabilizing world progress, than is teaching the three R's. Training the youth of the land to be socially well adjusted to their fellows and to their environment raises teaching to the high level of a profession concerned primarily with investments in human lives.

Some of the outstanding *academic* and *emotional* causes[1] of the maladjustment of elementary school pupils and the remedial outlook are considered in this article.

Maladjustments in Connection With Academic Progress

A great deal of the maladjustment we see in our schools today rests on the assumptions that all men are created equal and that all children must go to school.

There is truth in both statements: all men should have equal opportunity to do *everything they are fitted to do well.* All children should have the opportunity to sample the worthwhile knowledge of the world and *learn whatever they are able, by inherent capacity and application, to use and enjoy.*

Heartbreaks that run the whole gamut from an occasional outburst of antisocial conduct to suicide are bound up in pouring all children into a hard and fast grade system and in attempting to transform hickory shirts into white collars.

•

When a child cannot learn a subject as readily as most other children or in as short a time, the cards are dealt for a maladjustment situation. Upon the teacher's delicate and understanding method of handling this situation will often depend the degree of maladjustment that arises.

Evident dislike on the part of any child for the subject matter of the school curriculum is a symptom of maladjustment and merits investigation. Perhaps the subject is one for which the child has a disability. Special abilities and disabilities are usually recognized in art and music, though even here there are those who say: "Everyone can carry a tune if he tries," or "All children can draw well provided they work hard enough," In the case of learning to spell well, read readily, or to understand and do arithmetic most educators recognize *no disabilities* in children whose mental test is normal or above.

Only a small percentage of our school population of normal mentality has genuine disabilities in what are usually termed academic subjects, but as these few are almost without exception maladjusted their symptoms should be studied. The teacher should attempt to distinguish among children those who have physical barriers to learning such as poor eyesight or partial deafness; those whose early approach to the subject matter was so unfortunately managed as to create an emotional barrier, and those who fall into the rather elastic classifications of non-readers, non-spellers, non-mathematical students, and the like.

Children who are rated by the casual school examination as having good eyesight may have some obscure eye difficulty which only the trained expert can locate. As the approaches to reading are made today in most of our schools, very few children of normal intelligence, eyesight and hearing, fail to be interested in learning to read or fall short of becoming somewhat efficient readers.

Failure to learn to read or to be interested in learning to read is one of the major causes of school maladjustment.

•

When the child of his own accord holds the book too far from his eyes, too close to his eyes, to the right or to the left of the straight line of vision, it is alway well to have an eye examination. Reading implies a ready recognition of such slight differences as between *m* and *n* or between *c* and *e*. If the eyes are not in perfect focus, are not normally strong, or are either far or near-sighted, the process of seeing print will not preceed normally.

Much care must be taken in the beginning grades to check carefully on eye conditions. In addition to those already noted

1. "See Personality Adjustment of the Elementary School Child," 1936 Yearbook, Elementary School Principals, for article by author on physical causes of maladjustment.

it is well to observe whether the child tires readily when reading, habitually desires to read in the darker parts of the room, whether he scowls when studying his reading, if he often miscalls simple words or letters, if he loses his place, fails to make a rapid enough eyesweep in going from one line to the next, or if his eye span is too short and he reads jerkily only parts of phrases at a time. These are among the symptoms that should make a complete and thorough eye examination necessary.

•

Often one or several of these symptoms will appear rather suddenly in the child whose reading contacts have heretofore indicated normal eyesight. This may come when more advanced studies pile up the reading assignment; often they occur at the onset of puberty or when there is a too early return to school after an acute illness.

In a class where all children are using phonetics as a reading tool there will usually be found some who cannot be taught to read by this system. These children may be merely tone blind or they may be somewhat hard of hearing.

•

When a child does not enjoy singing, does not pronounce words correctly when drilled on them, or does not speak clearly and distinctly, he is not always recognized as a maladjustment problem, nevertheless he is headed toward what are often heart-breaking difficulties.

A careful examination of ears, throat and nose will often reveal adenoids, diseased tonsils, sinus trouble, running ears or susceptibility to colds.

It might be noted here that intermittent hearing often leads to a rather serious type of maladjustment. Children subject to running ears have difficulty in hearing when the "gathering" in the ear is forming. At such times they seem inattentive, restless, and generally naughty and are often unjustly blamed for their flighty or perhaps stupid attitudes. When the gathering bursts and the pressure is removed, some feeling of well-being returns and the hearing is better.

•

Every large city, in fact many small ones, has enough children with genuine reading disabilities to form a centrally located class where every possible method of teaching could be tried out and where, in addition to this, by means of visual aids, educational movies, being read to, etc., the social studies, arithmetic, etc., of such pupils could be kept on a par with their age interests.

The boy or girl with a very *serious* spelling disability needs a pocket dictionary and a knowledge of how to use it as an antidote against a worse form of maladjustment, the inferiority complex.

Why hold the child back who has a *genuine* arithmetic disability? Much of the arithmetic taught today is never used anyway. Why not teach such a child to use the adding machine, to carry a pocket multiplying card and to know the meaning of such terms as interest, percentage, exchange, and also that banks, loan associations and post offices will assist him in doing his business arithmetic accurately and efficiently.

The subnormal and the supernormal, mentally and emotionally, are the human material out of which social maladjustment situations may arise during school years and these social maladjustments, perhaps more than any one thing, will blight adult life. Many children of superior mentality are completely and satisfactorily adjusted to school life, as also are a somewhat smaller proportion of those of inferior mentality. Both types, though, as a rule, are better adjusted when working in classes with their peers.

Emotional Maladjustment Possibilities

When a child persists in wanting to stand in the limelight, wants the approbation of the teacher and the class, is overly anxious to obtain high marks, there exists a situation which argues poorly for life adjustment.

The writer believes that there is no such thing as a superiority complex. Every so-called superiority complex is at bottom an inferiority complex and is but the extrovert method of covering up certain feelings of inferiority. Feelings of inferiority, a show of superiority, both indicate maladjustment. Feelings of inferiority are at the basis of many of the classroom disciplinary cases and of much of the juvenile delinquency.

The inveterate whisperer may be trying to get help with his lessons but more than likely he wants to attract attention to himself. The child may even turn to crime in order to feel that he is a success in something.

Glamorous lying is frequently the result of an inferiority complex, and any teacher having the spinner of tales as part of her maladjustment problem would find it worth while to find out whether the child has an overwrought, lively imagination (a possible spurt of genius for writing) or whether the child suffers from some special feeling of inferiority that can be salved by the superior tales he tells.

•

Petty thieving is a form of maladjustment that, instead of being condemned *in toto* as bad, should be carefully looked into. The author recalls a little girl who stole money from other children's desks, and was reported by the neighborhood

grocery store as lightfingered. Investigation showed that all the money she took was spent on candy, and that her store peculations were always sweets of some sort. It was learned that the breakfast in a home where both father and mother worked outside for a pittance consisted usually of hastily cooked mush, eaten with neither sugar nor milk, and a cup of tea. Her lunch consisted of bread and butter, the dinner vegetables and bread. When given free milk at recess and a simple dessert or candy was added to the noon meal the child was never again known to steal anything.

•

As a matter of fact, property rights, as well as truthfulness and respect for authority, can only be built up by a carefully worked out system of home and school education. Lying and stealing in the small child are symptoms of maladjustment which may lead to real crimes. The cure most often consists in finding out the underlying causes.

> "... The child can hardly be expected to realize the illusive difference between mother's cheating the car company out of a fare and his taking a dime out of his mother's purse, between father's pulling the fruit-laden branches from a farmer's wayside tree and his taking a peach from the fruit stand. As a matter of fact, it took ages of social living for the race to have even a modicum of respect for the property rights of others. The little child can see no wrong in taking what he wants. He cannot be successfully punished into feeling the social justice of honesty. Consistent examples and fair treatment over a period of years is all that will teach him what even nations today too often fail to practice."[2]

Much is heard these days about extroverts and introverts. In tallying up a large number of children on an extrovert-introvert scale it was surprising how few were completely introvert or extrovert. Most children have some of both tendencies. The extrovert usually gives the teacher the more trouble and so is thought of as the maladjustment problem. The introvert is in reality the one who is the more seriously maladjusted.

•

Normally the very young child is self-centred in his social contacts. His world revolves about himself. He is not inclined to group play, and, even in kindergarten activities, he does his share more or less by himself. At this same time, in the matter of making judgments and decisions he is dependent on the older children and adults about him.

As he grows older, often as he is about nine years of age, he becomes group centred for his social contacts, but at the same time, if he is developing normally, he begins to form his own opinions and make many of his own decisions and judgments. Teachers should recognize these changes and provide for their normal growth.

The introvert most often does not make these adjustments; he shrinks from reality, dreads to tackle the job, he day-dreams, makes excuses, puts off the task he does not want to do or feels incompetent to do, hates to make decisions, and so becomes more and more out of touch with the realities of life. When grown he often fails to find a job at which he seems satisfied to work, or he may feel ill at ease with his fellow workers and knows that they are always criticizing him behind his back. Often he thinks the times are hopelessly out of joint. In the end crime may seem to furnish an easy way to earn a living. Often, too, illness, feigned or real, may place him beyond the pale of *having* to earn a living.

A heavy responsibility rests on teachers to recognize early in the child's school life the symptoms and evidences of an inferiority complex and tendencies toward introvert attitudes. The inferiority complex can be made a powerful urge toward attaining success.[3] It is not desirable to turn the introvert into an extrovert. Merely shape his development and adjust his "rugged individualism" sufficiently to social living so that his power for good can function.

•

Children who are subject to fears suffer to a point that handicaps them in their school work and their social adjustment. These fears take a variety of forms—fear of high places, fear of closed places, etc., but fear of failure, which includes various types of inadequacy fears, and sex fears are the two that seem most often to unfit the child for normal progress in the school and home. Sometimes these fears are so deep-rooted in the child's subconscious mind that even he does not realize them. Sometimes the more or less known presence of the fear makes the child attempt to conceal it by bravado, or by stating just the opposite of his feeling. The little boy who frequently brags about not being afraid of the dark often is almost consumed by his fear of the dark. The child who vehemently declares that she is going to be perfect in her arithmetic that day is too often almost obsessed by the fear that she will fail.

(Continued on Page 221)

2. Annie Dolman Inskeep, "The Successful Parent," California Parent-Teacher, October, 1935, page 19.

3. Annie Dolman Inskeep, "Child Adjustment in Relation to Growth and Development" (New York, D. Appleton and Company, 1930), p. 368.

SUMMARY.

COMMON TYPES OF MAL-ADJUSTMENT.	DIFFERENTIATED BY OBSERVING CHILDREN FOR THE FOLLOWING CONDITIONS, ACTIONS, AND ATTITUDES:—	RESULTS CHECKED BY SUCH EXAMINATIONS AND TESTS AS:—
Clumsy, fidgety, restless.	Inharmonious growth, curvature of the spine, flat feet, too few or too much or too tight-fitting clothes, inadequate food.	Complete physical examination.
Always tired, begins well and ends poorly, wastes much time before beginning work, dawdles.	Malnutrition, neurasthenia, too little sleep, poor ventilation in school or home, over eating at noon meal, hunger just before noon.	Complete physical examination. (Burt, Cyril, "The Neurotic School Child," *Ungraded*, Vol. 8, No. 6).
Inattentive, lacks interest.	Inharmonious growth, neurasthenia, malnutrition, poor eyesight or hearing, physical irritants such as hives, chapped skin, toothache, earache, hunger, lack of sufficient sleep; over age, under age, wrong grade placement, teacher approach to work.	Complete physical examination, making out a home rating scale, group tests, also a teacher rating scale.
Over sensitive and wants much attention.	Oversized, undersized, peculiar looking, deformed, weak, spoiled in the home, or else ignored, inferiority complex.	Height-weight measurements, home visitations, psychiatric examination.
General inadequacy, can not make decisions, flighty.	Poor physical condition, inferiority complex, home attitude, self-centred, group-centred, maladjustments.	Physical and psychiatric examinations, home visitation.
Saucy, opinionated, bragging, noisy, boisterous, talkative.	Extreme extrovertism, inferiority complex, spoiled in the home, (may be only a crude way of working out the normal self-centred, group-centred change in developing judgment and making decisions).	Group test for grade placement, home visitation, check for opportunities given for leadership.
Child feels he is being persecuted, is not given due credit for his work, is a tale bearer, is unwilling to recognize his mistakes.	Has inferiority complex, persecution delusions, delusions of grandeur.	Psychiatric examination, modified Jung free association test, physical examination.
Day dreams, is secretive and anti-social, thinks he is ill, feigns illness, afraid of death, etc.	Extreme introvertism, masturbation, sex maladjustments, delusions, abnormal self-centred, group-centred adjustments.	Physical and psychiatric examinations, check list of signs of nervous breakdown. (Inskeep, op. cit. p. 383).
Poor academic work generally or just in certain subjects.	Mental retardation, poor physical condition, subject disabilities, subject prejudices.	Group tests, individual Binet, diagnostic subject tests, physical examination, home visitation.
Unable to make satisfactory recitations.	Fear, extreme change of voice, speech defects (sometimes due to forced change to right hand in the left-handed), inferiority complex, unfortunate school or home experiences, foreign parents.	Tests for left-handedness, psychiatric examination.
Can not get along with other children and unable to fit into activity work.	Introvert type, self-centred, has delusions of persecution, has an inferiority complex, has the only-child complex.	Extrovert-introvert test, psychiatric examination, home visitation.
Poor writing and handcraft work.	Poor musculature, onset of puberty, too young muscularly for type of work expected from class.	Checking of height-weight-age charts, physical examination, X-ray of bones of wrist.
Untruthful, dishonest, cheats.	Highly imaginative, fears, inadequate home training, unsatisfied or abnormal appetites, inferiority complex, undue emphasis on high marks in academic work.	Physical and psychiatric examinations, modified Jung free association test. (Inskeep, op. cit. p. 415.)

The fear with which "blissfully" ignorant children meet the first outward evidences of sex development in their own bodies is pitiful to behold. In our own tensed, modern life, especially in more temperate or warm climates, children begin to mature as early as nine or ten years of age. Just before school closes or especially at the opening of the fall session teachers of the upper elementary grades should watch out for hysterical laughter in girls; instability of emotions, appetites, and attitudes on the part of both boys and girls. The child itself does not know why it acts this way so the teacher must be careful not to treat difficulties arising from normal sex development as if they were evidences of major maladjustments but rather with delicate understanding should guide the child to reliable sources of understanding.

•

A by-product of sex lies in the maladjustment that arises because of feelings of inferiority developed by boys. Normally the girl matures earlier than the average boy. Her muscular control is stabilized, her sense of order, her ability to outline, to draw conclusions, to conduct pupil activities, in other words her adjustment to the elementary school set-up of today is from one to two years ahead of the boy.[4] In mixed classes both boys and girls are apt to show maladjustments arising from these age development differences. Especially is this true if the teacher compares the boys' work to the girls' on the basis of neatness, maturity of expression or other points where the girl during this period of her development has the advantage of the boy. Under these circumstances the girl shows her maladjustment by being superior, snippy and opinionated. The boy assumes a "don't care" attitude, neglects his work, and deliberately plans to tease and irritate the girls. This type of maladjustment is often the reason teachers find difficulties in discipline during activity periods, and prefer to teach by the one-at-a-time-recite-from-your-seat method.

Children who often come to the teacher with tales that other children hurt them, are unfair to them, that father or mother prefer some other child in the family to them, are planting the seeds of persecution delusions. All such cases will, if not cared for, tend to become more and more out of joint with school routine and life adjustment.

On the other hand there is the type of maladjusted child who persecutes others. The child subject to epileptic seizures is very apt to strike the child who brushes against him. Some choreic cases, children with impacted teeth, in fact almost any child suffering pain, is apt to "take it out" on someone.

The table on page 220 summarizes some of the points in academic and emotional maladjustment. It also includes some of the physical causes as these are so often interwoven with the academic and emotional.[5]

Some of the conditions, actions and attitudes the teacher can observe are suggested in this outline and some tests are given that will point the way to remedial measures. Sympathetic and understanding remedial work with the maladjusted child will orient him toward becoming an integral, helpful part of socialized living in our complex civilization.

4. Annie Dolman Inskeep, "Child Adjustment in Relation to Growth and Development" (New York, D. Appleton and Company, 1930), p. 112.

5. To be well adjusted to life, a child should have as abundant health as science can develop out of his particular heredity; he should be happily adjusted to the social life of his home, school, and community; and he should be advancing at his individual academic pace in all of his studies.

Winshipisms

"The one mission of the school is to feed and lead the mind; to provide for intellectual growth and development."

•

"Do not pose as a critic. It is beneath the dignity of a teacher of youth to assume the role of critic of men or measures."

•

"Charity for those who do not see as we do; patience with the stupidly conservative; forbearance with the fanatically radical are indispensable requisites to success."

•

"The teacher needs a courage that never doubts of success, a natural vigor that fears no resistance, a loyalty to faith that takes no stock in luck or chance."

•

"There will always be more or less clearly defined opposition to all efforts to advance. There will always be sluggish people who live in perpetual horror of hearing the order, 'Quickstep'; sleepy people whose chief torment in life is the necessity of waking up; sensitive people who think every word of advocacy of improvement is intended as a criticism of themselves,—their skin is so thin that a word, vocalized never so kindly, has breath enough in it to make them all 'gooseflesh'; frantic people who live with both eyes open and spectacles on to see mischief ahead and create a mob or a panic by rallying other frantic people in opposition; conservative people who have but one word in their vocabulary—'Whoa.' Let teachers not be numbered with any of these."

Teaching from Current Magazines

By LEWIS H. CHRISMAN
West Virginia Wesleyan College
Buckhannon

THE ability to select good reading material is one of the marks of an educated man. And this capacity includes the desire to read that which is of value. It was John Ruskin who wisely said: "And the entire object of true education is to make people not merely do the right things, but enjoy the right things." According to this there is a palpably weak place in the educational equipment of the individual whose enjoyment in the field of periodical literature is limited to the tawdry and the commonplace. Once upon a time a keen-sighted, sharp-tongued critic of educational trends said to a professorial friend: "You teach the students to read Chaucer, Spenser, Carlyle and Browning, but after they leave college they never read anything but 'The Monthly Rag-bag,' 'Thrilling Experiences,' and 'The Drummer's Weekly.'" The professor wondered if there was not a tragically large amount of truth in his friend's caustic criticism. His observations in Pullmans, in hotels and in libraries did not in the least allay his suspicion that too large a percentage of educated men and women had not been brought into contact with the higher type of periodical literature. A somewhat systematic investigation gave him even more convincing evidence of this.

•

As a result he had a class of freshmen to whom he was painfully, and not too successfully, trying to teach the art of composition subscribe to the Atlantic Monthly for three months. For him teaching periodical literature was blazing a new trail. He had considerable difficulty in fitting the magazine into the scheme of his course. At the end of the semester he pronounced the experiment a failure and gave it up as a bad job. However, several years later one of those freshmen, who by that time had reached the dignity of a senior, in a frank talk with his teacher about what he had received, and what he did not receive, from his college course, remarked: "I am always glad that you had us subscribe for The Atlantic Monthly when we were freshmen. Reading it got me interested in good magazines, and I read several of them every month."

•

This caused the teacher to do some thinking. The next year the magazine came back into the course in Freshman English. Later it occurred to him that it might be well to make an experiment by offering an elective course in periodical literature. It has since appeared in the catalogue under the caption of "Modern Prose." Usually a collection of contemporary articles is used as the basic text, but the course is kept sufficiently flexible to bring the class into contact with reading matter hot from the press. Not every article assigned meets with a favorable response from the entire class. Naturally there are divers interests. One student especially enjoys political discussions, and another literary criticisms. Some assignments are made to the group as a whole, but considerable latitude is allowed the members of the class in the selection of material.

•

The articles cover a wide range. The following current articles are typical of the reading of the past semester: "What is General Education?" by Robert M. Hutchins (Harpers); "The Used Car Racket," by Eliot Arnold (Nation); "I Wish I Lived in the City," by Rita Hall Kleeman (Scribner's); "Annapolis — Stronghold of Mediocrity," by James Oliver Brown (Forum); "The Extraordinary Career of Senator Norris," by Richard L. Neuberger (Harpers); "Notes on the Abdication," by John Gunther and Harold J. Laski (Nation); "The Next Four Years in Agriculture," by Henry A. Wallace (New Republic); "Shenandoah, Pennsylvania, The Epic of an Anthracite Town," by G. R. Leighton (Harpers); "What's a Leg to a Newsboy?" by Jane Whitebread (The Christian Century); "A Bookseller Counts His Books," by Richard F. Fuller (Atlantic); "The Newspaper of Tomorrow," by George Fort Milton (American Scholar); "Some Recent American Fiction," by Floyd Morris (North American Review). Special attention was given to the January number of Scribner's, which in format and content commemorated the fiftieth anniversary of the founding of the magazine and contained much material giving insight into the history of American periodicals during the last half century.

•

Occasionally assignments are made in older magazine material. Sometimes this is done because a given article has in it matters of particular interest to the class. For example, the

class is asked to read two articles by Louis Reed, entitled "Judgment Day in the Hills" and "A Trial for Murder," which appeared in the Atlantic early in 1932. Although these articles are exceptionally well-written and rich in human interest, the primary reason for reading them is the fact that they are full of the West Virginia local color of which practically all of the class have a first-hand knowledge. Something of the same reason adds interest to the reading of an Atlantic article of 1935, "Arthurdale—A New Chance," by William E. Brooks. Three other articles in the same magazine prove especially stimulating to the class because they give a chance for the discussion of vital educational problems. They are: "I Teach in a Hick College," "Students in a Hick College," and "I Was Fired from a Hick College." The interest in this material is, moreover, considerably enhanced by the fact that the author was born in the transplanted New England community twelve miles across the hills. A number of other articles, as for example "The Jersey Devil," by Ruth Crawford (Scribner's), and "Youth Moves Toward New Standards," by Christian Gauss (Scribner's), are read because the teacher believes that they are of permanent value.

•

In connection with this work the teacher gives the class a number of lectures on the history of the magazine in America. Material on this subject is not especially plentiful. The standard work in the field, *The Magazine in America* by Algernon Tassin, is out of print but is accessible in many libraries. Frank L. Mott in *A History of American Magazines, 1741-1850* presents a scholarly and comprehensive study, but there are more classroom possibilities in the later history of the magazine. *The Cambridge History of American Literature* contains two excellent articles on the subject by the late William B. Cairns. Harold Rugg's *An Introduction to Problems of American Culture* devotes five scant but informing pages to "A Brief Story of the Magazine in America." These few pages, however, give some idea as to the possibilities of the subject. The best material in this field is gathered together from many sources. For example, *"The Golden Age of American Authors,"* by W. W. Ellsworth, is full of illuminating material in regard to the days of the old Scribner's Monthly which later became The Century Magazine. De Wolfe Howe is the author of a rewarding little book entitled *The Atlantic Monthly and Its Makers.* At least two editors of The Atlantic Monthly, William Dean Howells and Bliss Perry, have written invaluable reminiscent material about their years in the office on Park Street. Campbell and Thomas's *Magazines and Newspapers of Today* contains considerable good material prepared for use in high school.

•

The history of the magazine in America is not an isolated sector of our national life. It is closely related to many of the most significant phases of our literature and history. Yet the dealing with this aspect of the magazine is a rather difficult educational problem. The data are so scattered that the student can do comparatively little reading for himself. In fact, it is likely better for him to devote his time to vital contemporary magazine articles. And the teacher in passing along the results of his own investigations must avoid the egregious pedagogical sin of ladling out a conglomeration of tedious, life-detached facts. The disseminating of information which cannot be connected with the previous intellectual experience of the student is never real teaching. The magazine articles do not present any serious pedagogical problems. In fact, they, in many instances, almost teach themselves. On the other hand, the bringing of students into contact with historical matter concerning the magazine will demand every ounce of skill in presentation which the teacher possesses.

•

The educational values in the reading of current magazine literature are easily seen. Contact with well-written modern prose is in itself an education in the art of English composition. In numerous cases skill in language is caught rather than taught. Furthermore, such work makes the student acquainted with articles which are worth while for their own sake. They make him better informed in regard to the personalities and trends of the life of his own generation. But probably the greatest value of reading widely in contemporary periodical literature is its liberalizing influence. Many a person in order to get an education has freed himself from the handicaps of a provincial background. All real education is deprovincializing. By broadening an individual's horizons it increases the size of the world in which he lives. In Harold Nicholson's biography of Dwight Morrow we are told that Professor Garman of Amherst "released Morrow's intelligence from the fetters of prejudice." To release the mind of the student from such fetters is one of the primary functions of any effective educational institution. There are many roads which lead to this educational goal. One of the most direct is by means of the reading of significant interpretations of what is happening in our own day.

Winning Boys to Better Books

By JOSEPH A. MOORE
Curtis School
Brookfield Centre, Connecticut

How a lively Book Club improved the reading tastes of lads at Junior High School level.

MAINTENANCE of interest, the bugbear of teachers from the time of the first classroom, has been an educational topic of especial stress in modern times, inasmuch as the current ideal of "learning by doing" is inevitably bound up in the engendering of enthusiasm and co-operation in the pupil.

It has been the experience of this writer that the most effective means of achieving spontaneous student-participation, while at the same time keeping the teacher's status that of guide and inspiriter chiefly, have been the simple methods, the so-called "tricks of the trade," which, used without ballyhoo or fanfare, keep the class running along in a smooth yet not monotonous tenor.

Sometimes one of the most difficult problems to be faced is the awakening of interest in good reading. The growing boy, when inactive, naturally turns, if he reads at all, to the cheaper books of rapid action, studded with deeds of bold heroism and spotted, if not saturated, with gore. The procedure in winning over this age group is not to attempt any sudden conversion to the highest type of literature; rather it must be a gradual process, a weaning away in which the story menu gradually diverges from the blood and thunder to more sane writings.

The experiment has been carried out successfully this year with a group of notoriously sluggish readers. All boys of junior high school age, red-blooded and alert, but woefully unable to choose good books for themselves—they scarcely, if ever, had read outside their textbooks, and then only in cheap boys' fiction. One fledgling even confessed to me that he had never read a book through, outside the curriculum texts!

Obviously here was a problem. Something definite had to be done. It was decided to form a Book Club, meeting once each month, with varied activities for each meeting. Fair attendance at the first meeting was achieved by conducting a prize poster contest. It happened, fortunately, to be the nation-wide Book Week of last November, and, out of a group of twenty-six pupils, twenty-one posters were submitted in the competition. Three prizes were awarded. Needless to say, this drew a nearly perfect attendance, and the premier obstacle, difficulty in achieving even the pupils' exposure to the Club meetings, was removed.

Another feature of the first meeting which worked out happily was the selection of a guest speaker. This species of the kingdom *animalia* is at times a dry-as-dust fossil, but by careful choosing a good speaker may be found. In this case, the nominee, a clever, lively clergyman and writer of books, talked to the boys *on their own level.* He actually laughed cheap fiction to scorn by well-thrust barbs of ridicule, following up with a sensible, masculine plea for the reading of good books. There is no more fair-minded animal than a healthy boy, and square dealing is what he likes.

I had aimed especially at the young genius who had never read a book, and asked him to present a book report at this meeting. Feeling that some good book of swift action would be the sole key to his cellar of preferences, I gave him to read "Treasure Island." His report was no classic, but his remark, "Gosh, that was a *pretty good* story!" was all the reward I needed. He was won over. Now, I have only to keep him there!

It seems that contests, with prizes as rewards, are as fascinating to children as they are to many adults. At any rate, in subsequent Book Club meetings we offered as bait, essay and project contests (the construction of well-known scenes from famous tales) and even a short play-writing-production competition. As a result, the boys really are reading and have developed new and character-building interests. And best of all, the scheme has been carried out entirely through pupil activity, with student officers elected for the club, and the teacher acting as no more than a helper.

In the classroom many little tricks may be used to add interest to the assignment. For example, to vary the routine I occasionally offer a "grab-bag" assignment. On separate slips I type a set of projects for the next day—each slip explaining a different "job." With many "oh's" and "ah's," the papers are drawn from a grocery bag, one by each student in turn. Most of these assignments involve research work on the part of each pupil, and as such present a valuable supplement to the regular class work.

Another little stratagem made use of was to allow the com-

position class to finish some story, all but the ending of which was read by the teacher in class. "Marjorie Daw," by Thomas Bailey Aldrich, was used in this way. The surprise ending served only to heighten the unconcealed glee of the participants. Frank R. Stockton's "The Lady or the Tiger?" was also utilized in this manner.

There are dozens, yes, hundreds, of other little wiles, limited in number only by the degree of ingenuity in the teacher. The school magazine presents a tremendously worthwhile outlet for classroom work in most subjects, with the addition of interest plus—if you don't have a school magazine, make one, as has often been done before. It will pay you long dividends.

But, above all, remember that the successful teacher always gets one hundred per cent. in "interest" only by spelling it without the capital "I"!

Put the "First R" First

By ANITA ALDRICH
Hartford, Connecticut

Inability to read is the cause of many failures both in school and later. But —reading CAN be taught.

I AM a school teacher. For ten years I have been practicing my profession in village or small town schools of New England. Out of that experience has come a strong conviction of an inherent weakness in the American school system, especially in the type of schools in which it has been my pleasure to teach.

Ask any teacher what the ultimate aim of her job is and she will tell you—to make good citizens. Most of our teachers could also give a good definition of the good citizen she is trying to develop; that is, if given a few minutes to think it over. These answers would undoubtedly agree in essential details. But ask the teacher what subject in the curriculum is of greatest importance to the future citizens of our country and the replies would unquestionably be diversified.

•

For years I have been considering that question along with many others. As the teacher of Grades Five and Six, I found myself instructor of arithmetic, spelling, reading, English, history, geography, penmanship, health, citizenship, nature, and drawing. The State provided me with quite definite standards for achievement in each subject. Each September I faced my forty pupils with revived hopes and strong determination to accomplish at least these standards. By the end of six weeks I resigned myself to the inevitable. Practically one-third of the group were below the standard of their grade or at the border line of the passing mark. Then the questions began to haunt me. How could I hope to make a good citizen out of a failure? Whose fault was it? Where was I failing? In what subjects were these backward people weak?

In the answer to that last question I found the cause but not the solution to my trouble. Invariably, each of these failures, or near-failures, was deficient in reading. My superintendent told me that children who had not learned to read during the first four years of their schooling could never learn to read. What a comforting thought! That "let me out." These children were poor unfortunates. I would do the best I could for them in the time I had to do it.

•

However, I didn't let the matter drop there. My Normal School training was to teach upper grade pupils. The powers-that-be had, therefore, decreed that the study of the mechanics of reading was not essential to me. Consequently, I knew little about how to teach reading as it is taught in the primary grades. I decided if my pupils were weak in reading it might be well for me to do a little delving into the subject. I bought books on reading. I read all the articles I could on reading. Out of the wealth of material written on the subject there stand out two truths; namely, (1) that the greatest per cent. of failures in the grammar grades is caused by lack of reading ability, and (2) that most of the children who fail in reading *can be taught to read*.

It seems to me that failure to teach children to read is the weak link in the educational chain. Reading appears to be one of the subjects most important to good citizenship. How can a man or woman be a good citizen in a democratic country if he or she cannot read with judgment? How can teachers teach reading with judgment unless the pupils that come to them in these upper grades, where such reading is naturally taught, can read?

I have had parents ask me why their Johnny or Mary wasn't taught to read better.

They have a right to ask, or even a right to demand the reason for this. After all, they are paying the bills. Every person interested in the schools and country should demand that reading be taught to every child who shows from intelligence tests that he is capable of learning.

I am no authority, but it seems to me that the solution of the reading problem should begin in the normal schools. Every prospective teacher of the grades should be taught all there is to know about reading. They should not only be taught the method by which the majority of children learn to read; but all the methods of teaching reading. The teachers showing the greatest ability for teaching reading should then be employed in the first grades. Children in these grades should be graded on their reading ability and nothing else. They should never be pushed on to another grade because they are large or slow or a nuisance. The small percentage of children who are below normal and incapable of reading should be provided for by our school system in some other way.

Each boy and girl in this beautiful country of ours should have the opportunity of learning to read. It is a challenge to the educators of the United States to see that they do!

Kalamazoo's All-School Council

By LEONARD GERNANT
Social Science Department
Central High School
Kalamazoo, Michigan

Superintendent Hunt enlists the aid of pupils in solving certain administrative problems.

BELIEVING that the solution of many student problems can best be realized by consulting the student himself, Superintendent Herold C. Hunt, of Kalamazoo, Michigan, has formed an all-school council which meets regularly to advise him on matters relating to the lives of the students in the Kalamazoo public schools.

The move is believed to be the first instance in the history of education in the United States of a superintendent of schools taking advice, regularly, from students, as the basis of the formulation of administrative policies which affect the lives of the students in a direct manner.

The all-school council comprises the presidents of student councils and the heads of safety and traffic squads in the fourteen school buildings which make up the Kalamazoo public school system. The council meets regularly from month to month to discuss and to take action on measures needed to effect the solution of problems common to all of the students in the schools.

An idea of the representative nature of the all-school council can be gained from the fact that the age range of the members of the council is from eleven to eighteen years, corresponding to the higher half of the general age group for the schools as a whole. In selecting the membership of the all-school council on the basis of leadership in each individual school, Superintendent Hunt was assured of a group of students who were in constant contact with the problems of the students in their own school.

In explaining the motives behind this new move on the part of the administration, Superintendent Hunt outlined "three basic considerations which initiated this policy:—

> "First, it is based on the belief that in many instances students know better than do the adults in charge of them, what their real problems are.
>
> "Second, the council is composed of individuals who have ready access to the necessary information on which the group as a whole can base their decisions, since it is representative of all of our fourteen schools.
>
> "Third, in taking this action we believe that it will give a tremendous incentive to students, both those who are on the council and the students they represent, to work out their own problems in a satisfactory way without relying on adults to take the initiative for them."

The council has had monthly meetings since October, discussing in the main the necessity of increased "safety - mindedness" on the part of all of the ten thousand students in the Kalamazoo schools.

The bicycle problem has been a particular subject under discussion by the students and out of their suggestions has come already an increased participation on the part of the students in the attempt to eliminate some of the dangers involved in the operation of these vehicles. The council has been highly complimented by the safety expert of the Kalamazoo Chamber of Commerce for having taken the initiative in this move for bicycle safety.

Another tangible result of the new council is the increased respect for private property and the property of the board of education. During the past

summer the administration prepared a set of statistics showing the actual amount of property damage done on and about school grounds and presented these statistics to the all-school council. As a result of the action of the council, committees were formed in many of the schools which aim to instill into their fellow students a proper respect for the property rights of others. Several schools report a noticeable change in the appearance of school grounds as well as of the private property in the neighborhood of the schools. It is almost needless to note here that the idea of promoting a proper respect for private property met with enthusiastic reception by parents and teachers alike, since they all have a personal interest in the neat appearance of these types of property.

Placed against the background of student participation in their own affairs, the new Kalamazoo all-school council is significant as a tangible application of the modern philosophy in education that what a student does for himself and for his group he will respect, and, if necessary, enforce. The Kalamazoo all-school council seems to subscribe to the idea that the forces of education begin with the student and his needs throughout the whole day, and not only with his classroom needs; that as great an emphasis should be placed on giving the student the opportunity to aid in solving problems for the system as a whole as on the idea of solving them for only his own school community; and that in considering the solution of problems in his own school community, the demands and rights of a number of other individual school communities must be taken into consideration.

To what extent the Kalamazoo all-school council idea will gain popularity in other sections of the country is not easy to estimate. Kalamazoo is a city of between 55,000 to 60,000 population with a public school population between 10,000 and 11,000, and the school plant itself comprising fourteen different buildings. In a situation such as this, an all-school representative council remains a body that is small enough so that it is not unwieldy.

While there are many communities similarly situated as far as relative population is concerned, there are many more that deviate on both sides of the figures represented in Kalamazoo. In smaller communities, for example, where the educational plant is limited to three or five buildings, it would be wise for a superintendent initiating the all-school council system in his community, to increase the representation from each school. A representative council composed of students seems to reach a limit of efficiency, both as far as discussions and effective action is concerned, when the membership is somewhere between fifteen and twenty-five, or thirty at the most. Any number below fifteen ceases to be fairly representative, while a council having on its membership more than thirty students is apt to be a clumsy body to handle. Each superintendent will need to adjust his council to his own situation. The determination of exact representation or numbers cannot be settled on the basis of the Kalamazoo experiment alone.

Regardless of the size of the city or community in which an all-school council is created, however, and regardless of the particular way in which each superintendent meets his own situation, the council will be successful only to the extent that the students feel it is their own and that the ideas they present in the council meetings will receive an open-minded attention. It would not be difficult, for example, for administrators to allow these councils to degenerate into mere administrative agencies which operate automatically, like machines, to carry out the instructions coming from above. As soon as that happens, the functions and the spirit of the council in its proper light have been interred. There must be a certain give and take on both sides, and when decisions are reached as a result of frank expression from the students and from the school authorities together, they will be put into force, not by imposition by the superintendent, but through the demands of the students themselves. Out of the experience should come a high degree of self-discipline, an increased interest in relating administrative problems to the lives of the individual students, and an encouragement to take the initiative in the solution of their problems.

"The unpardonable error of education has been, that it has not begun with simple truths, with elementary ideas, and risen by gradations to combined results. **It has begun with teaching systems, rules, schemes, complex doctrines, which years of analysis would scarcely serve to unfold. All is administered in a mass. The learner, not being able to comprehend, has endeavored to remember, and thus has been put off with a fact, in lieu of a principle explanatory of an entire class of facts.** In this way we pass our errors and our truths over to our successors done up in the same bundle, they to others, and so onward, to be perpetual sources of error, alienation, and discord."—Horace Mann.

The Emergence of the Teacher

By A. V. OVERN
Professor of Education
University of North Dakota

THE writer has often heard the advice given to promising young men to aim for executive rather than teaching positions in schools. For several years he has advised his own men students toward the same goal for two important reasons. First, administration has seemed to be the only educational work which offered a living wage to able men with families to support. Second, superintendents were the only members of the profession who were paid well enough to be able to afford the satisfaction of advanced professional training.

That condition is beginning to change. The breakdown of the American standard of living during the depression (1930-1935) for large groups in the population has caused keen competition for all the better teaching positions. Other fields of endeavor seemed to lose much of their former advantage over teaching as a means of a reasonable livelihood. Hence, more and more class room teachers are seeking further professional training with the purpose of increasing the probability of their appointment to good positions. This training is opening before them new vistas of the possibilities for co-operative service with the administration to better the American public schools. In this co-operation the teachers are performing more and more important functions. They are becoming professionally conscious.

•

The opportunities of teaching are appearing to them as unexplored fields of adventure. The opportunity to co-operate with the administration by using all the ability they have gives forward looking teachers a strong motive to explore the possibilities of their work. The attitude of professionalism which is fostered by schools of education in summer training classes is beginning to operate in the schools to which teachers return in the fall. Local policies are being suggested by superintendents with a view toward stimulating a maximum creative initiative in their teachers. Thus all share together in fostering the educative work of the schools; which may be described as encouraging the growth of pupils under guidance.[1]

A different concept of the relative duties of administrator and teacher must govern in a situation in which both are well trained than in one in which a well trained superintendent is trying to direct the efforts of immature, poorly prepared teachers. Well trained teachers are likely to have precise knowledge of what should be done in any situation and skill in doing it. Knowledge gives them power. Skill makes them confident. Their services should be more valuable than those of poorly trained teachers due to their greater understanding of the problems found in their classrooms and of the relative importance of such problems in the larger interests of school and community.

This broader understanding, which is enabling professional teachers to serve more intelligently, is increasing the freedom given them by their superintendents to initiate service. They are being permitted to participate broadly in the functions of administration as the latter affect their classroom situations. The big work of administration, after all, is that of providing and constantly insuring the best opportunities that can be given to the pupils to develop all their capacities for the social good. When well trained teachers co-operate with a well-trained superintendent as members of his staff, and when he in turn respects their abilities, encourages their initiative, and co-ordinates their efforts, the ideal situation exists for the most effective educational opportunities for the pupils.

•

The superintendent who is permitted to employ professional teachers no longer finds it necessary to conduct courses of instruction for his assistants in the simple elements of teaching practice. They are no longer in the class of assistants who leave all the thinking and planning to their master. They have graduated into the rank of staff officers whose specialized work is co-ordinated into the general scheme of education by their peer, a generalist, the superintendent. His leadership consists in fitting the talents of each teacher nicely into the plan of attaining the educational objectives, encouraging creative teaching, discovering and finding a place for the use of every worthwhile talent of his teachers. His methods of

1. The administrative machinery of the school is becoming more fully recognized as a means of meeting the needs of children for instruction rather than an end in itself, in the opinion of Elma A. Neal, "Summary and Conclusions," **Supervision and the Creative Teacher, Fifth Yearbook** of the Department of Supervisors and Directors of Instruction (Bureau of Publications, Teachers College, Columbia University, 1932), p. 295.

leadership are democratic. He seeks to induce teachers to discover their own talents and suggests many essential uses for talents which he believes may be discovered. He glorifies the teachers in all community school publicity. He is content to derive his own glory from his success in inducing the fruition of the teaching skills and talents thought worthy of development in the teachers.

•

Lastly, the forward-looking superintendent aims to co-ordinate the research activity which he is encouraging in the classrooms of his own school system. He aims to lead his teachers in applying the results of all such research to the classroom situations which it has sought to evaluate. He aims to understand its significance so basically that he will be ready to shift elements of his flexible administrative machinery in any indicated direction to harmonize the latter with the results of the research. It must be granted, of course, that both superintendent and teachers who do research will be cautious enough in that work, so as not to assume an unwarranted validity for the investigations they have made. The co-ordinating and co-operating functions of superintendent and teachers should extend also to their knowledge of the best research being done in other schools and its application to their local problems as much as possible.[2]

Thus, the functions of the professional teacher are no less important than those of his superintendent. Nor are they probably any less difficult to perform. Many superintendents complain that they have great difficulty in finding highly professional teachers. If such complaints are to be heeded, it would seem that the rewards for teaching should be made high enough to induce the few who may be able to qualify to receive them to enter and remain in the profession. Such inducement rewards may mean as high salaries for a few very capable teachers as are now enjoyed by a few celebrated superintendents.

Such a thought is an inevitable conclusion if the two premises on which it is based are sound. Restated, they are: (1) that the office of teacher, although it is different from that of superintendent, has just as essential functions as the latter; and (2) that individuals who have sufficient quantities of those talents and qualities which may easily develop superior professional teachers occur as often in the total population as those who have superior co-ordinating talents to develop as superintendents.

Current social attitude seems to accord respect to occupations which claim their proportionate per capita share of the national income. Young men and women of promise must have reasonable financial inducements to make their interest permanent in any occupation. There ought to be more encouragement given to teachers, therefore, in the way of financial rewards, tenure, conditions of appointment and service, and retirement, in order that the current interest in further professional training, which has been brought on by competition, may not die from a lack of possible rewards. It seems to the writer that the fight for the better conditions suggested is distinctly the task of progressive superintendents. The superintendent today must be the savior of his school.

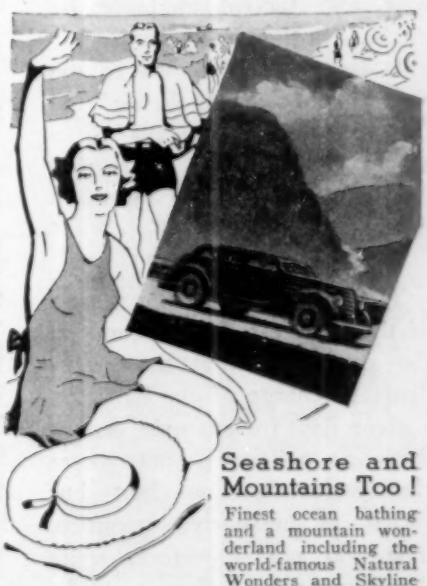
2 "The need of education today is not only more research, but more leadership in the interpretation and application and use of research. School superintendents are in a position to render education real service by assuming this leadership and making the results of educational research function as never before in the improvement of educational practice." "Research and Educational Progress," **Educational Leadership, Eleventh Yearbook** of the Department of Superintendence of the National Education Association (Washington, D. C., 1933), p. 307.

Re-live HISTORY

Colonial Williamsburg

In VIRGINIA

SEE a whole town restored as it was two hundred years ago—the ancient city of Williamsburg. Colonial America come to life! A few miles away, Jamestown and Yorktown. Scenes of dramatic and stirring events in American History all over Virginia. Richmond, Fredericksburg and Petersburg, with their Battlefield Parks, historic buildings and beautiful monuments. Mount Vernon . . . Monticello, at Charlottesville . . . Stratford, the ancestral home of the Lees . . . Wakefield, Washington's birthplace . . . Kenmore, home of Washington's sister . . . The Manse, birthplace of Woodrow Wilson, in Staunton. Hundreds of other fascinating historic places!



Write for free literature.

Seashore and Mountains Too!

Finest ocean bathing and a mountain wonderland including the world-famous Natural Wonders and Skyline Drive, the "roadway through the heavens."

State Commission on Conservation and Development

Dept. 2, Richmond, Virginia

Travel Motion Pictures on Virginia also available Inquire of above

Self-Government Has Limits

By GARRY C. MYERS

THERE have been marked developments in the training of school children to manage themselves, especially in the senior high school. Gone are the days, in most school systems, when the teacher or principal had to stand as policeman in the halls or in the stairways; and there is far less disorder in these places than there used to be. Generally the students pass along in a free but very orderly fashion.

•

Also assembly programs are widely managed now by students. They do it well, gain excellent training in bearing responsibility, and they like it. All sorts of other matters relating to good order and citizenship about the school building are being managed effectively by students themselves, through their self-constituted organizations. Of course, where they succeed best there has been wise and tactful guidance by teachers in the background.

It has always seemed to me remarkable that "policing" of the halls and stairways of a school building can be carried on so well by student representatives.

•

Trying to analyze the secrets of their success, I have come to the conclusion that those students in charge of the halls, on a given day, for example, do not serve as policemen—not where the system functions best—but rather as persuasive salesmen. They do not, therefore, write down names of offenders to be reported to the office or a disciplinary group. On the contrary, these "monitors" or "cadets" will quietly walk up to the fellow-student who is violating a "traffic rule," courteously explain to him that he is, with the attitude, "We don't do that in our school." If necessary, this monitor will say to the offender that if he continues with the offense he (the monitor) will get into trouble. Failing in this, the monitor will take with him a more persuasive fellow-student in order to prevail upon the non-conforming one. The offender can hardly resist the social pressure brought upon him to conform to the ways of the school. One recognizes some similarity in this scheme to the admonitions of the Great Teacher.

"Let the teacher so influence her class while with them that they will choose, of their own accord, to behave properly when she must be out of the room. It can be done. Scores of teachers do this and thereby give their children the very finest training in self-government. Each one then feels responsible for himself and takes pride in the good self-discipline of his classmates."

"Moreover, if thy brother shall trespass against thee, go tell him his fault between him and thee alone; if he shall hear thee thou hast gained thy brother.

"But if he will not hear thee then take with thee one or two more. . . ."

Nevertheless, in the fourth or fifth grade, the child who is assigned to regulate hall traffic or to keep order in the basement, or on the playground, acts differently. He may go tell his brother all right, but do it with an air of power and threat. His motive rarely is to win his "brother." Practically never will he take with him "one or two more" to prevail upon the offending classmate to desist from his wrongdoing. Rather he will write down, and doubtless with glowing satisfaction, the offender's name or run to tell the teacher or the discipinary pupil-group. When at last the offender is tried and punished, the official tattler who reported him obtains a vast deal of sneaking satisfaction therefrom—until revenge is meted out in some fashion at a later date.

•

From various places in the United States, parents have written me of their distress over this practice, saying that they dread to have their children chosen as monitor or safety guard on the halls or playground, that if the child faithfully fulfills his assigned duties the penalties by way of reprisals he receives from the offenders whom he had reported are numerous, severe and long-lived.

Can the average fourth or fifth grade pupil be trained to employ the persuasive psychology used by the high school student? If he cannot, is it safe to give him police power over his schoolmates?

As operating in the average elementary school does the so-called self-government promote good personality, character and citizenship?

Another sort of alleged self-government is the all-too-often-practiced plan of assignment by the teacher of a child to be "monitor" of the class when she must be absent from that class for several minutes or more. Sometimes the child is elected by the group. Anyway his instructions are to report all disorder to the teacher on return, and the names of the offenders. The child who faith-

A COMPLETE AND ECONOMICAL COURSE IN ENGLISH FOR GRADES SEVEN AND EIGHT

STEPS TO GOOD ENGLISH—Grade Seven and Grade Eight

By INEZ M. AHLES and MARY LAWLOR

Each of these two books consists of a full and varied program completely covering instruction in oral and written expression, prose and poetry appreciation, vocabulary building, library instruction, silent reading, spelling, functional grammar, and complete tests on all. Text, workbook, speller—three books in one! A most economical plan!

* * *

BEACON LIGHTS OF LITERATURE—Grade Seven and Grade Eight

By RUDOLPH W. CHAMBERLAIN

(Author of BEACON LIGHTS OF LITERATURE, Books One, Two, Three, and Four—for the last four years of high school.)

These two books provide rich and varied experience through and with literature. Excellent selections, augmented by inspiring biographical sketches, attractive illustrations, stimulating suggestions for activities, and guides for further reading, mark these books as the foremost in their field.

STEPS TO GOOD ENGLISH, Grades Seven and Eight, and BEACON LIGHTS OF LITERATURE, Grades Seven and Eight, completely meet the requirements of *An Experience Curriculum in English*, the epoch-making report of the National Council of Teachers of English. Teachers using these two Iroquois series are assured of following the best of modern trends. *No other English books are needed for Grades Seven and Eight.*

Iroquois Publishing Company, Inc.

HOME OFFICE: SYRACUSE, NEW YORK

New York Chicago Atlanta Dallas

fully discharges this duty may have many punishments by way of revenge awaiting him from those he reports. He may, however, exercise diplomacy, reporting certain offenders and remaining silent about others, getting practice at being a good politician.

•

Almost surely the conduct of the children in the absence of the teacher is far worse with the monitor than it would have been without it.

Let the teacher so influence her class while with them that they will choose, of their own accord, to behave properly when she must be out of the room. It can be done. Scores of teachers do this, and thereby give their children the very finest training in self-government. Each one then feels responsible for himself and takes pride in the good self-discipline of his classmates.

•

Self-government in the grades is probably at its worst when a child reported for some misdemeanor is tried by a group of his comrades. And these children, lacking width of experience and judicial wisdom, will assign the most absurd and cruel punishments to a classmate. Some of the cases which get into newspapers, such as fastening adhesive tape over the child's mouth to punish him for whispering or saying a "naughty" word, have been accounts of punishments assigned by children and executed by the teacher.

Anyway most court actions by grade children, sometimes by adolescents, are *ex post facto* in nature; that is, the children assign a punishment for an offence which was not an offence so punishable, at least in the eyes of the alleged offender, at the time the offence was committed. The Constitution of the United States forbids *ex post facto* practices; but some schools don't. It may be well to let children, under the teachers' guidance, legislate a few rules they will be willing to abide by. Then, at most, they should help pass judgment only on whether or not the alleged offender has violated any one of these rules. Generally, however, the judicial function in self-government of grade school children had better be restricted.

What of the High School Loafer?

By WILLIAM N. MALONY
Bloomer High School
Council Bluffs, Iowa

Shall he be neglected, or brought to grips with subjects that will interest him?

THE boy labeled loafer in our average high school should be rescued. He needs more attention and protection. After eighteen years of teaching the writer firmly believes that the loafer needs a "New Deal."

It is true that the high school loafer very often makes good in the end. He does so in spite of the school. Sometimes when he strikes his own pace, he gets an earning capacity that greatly surpasses that of his many dignified teachers. In nine cases out of ten, the loafer is not overly blessed with intelligence. He cannot help this; he was born with just so much intellectual ability and that's that. If he does not turn out to be book-minded, he just isn't book-minded.

The modern loafer hates school. He hates his teachers, his lessons, and very often himself. He sees nothing of value in Latin for him. He makes a bungling job of working algebra, reading Chaucer, and of pretending to memorize Grey's Elegy. He can't play football because he has failed to make the required marks in those subjects which are wholly unsuited to his makeup. Why not let him be a regular "footballer"? He will thrive on the exercise, but will utterly deteriorate on Latin, algebra, Chaucer, and "The Lady of the Lake."

•

The longer a teacher teaches a subject, the more she demands from her students. Often, in her opinion, the subject she teaches is so important that it becomes a life-and-death matter with her. She forgets that the loafer may die and still enter heaven without ever having been exposed to the subject to which she has dedicated her life. One cannot blame the highly specialized teacher for living her subject, but she does not need to point her accusing finger at the loafer and say: "Woe unto you if you don't live it, too." The poor loafer does not want to live it, so he just sits and idles his time away.

"The loafer cannot be properly cared for until he actually feels, from head to toe, that the subject he is taking is of real value to him."

•

The school is to blame for teaching him idleness. Is a teacher's time too precious to waste on a mere loafer? Perhaps it is when she is so overburdened with a heavy teaching load, extra-curricular activities, supervisors, and what next. She is to be pitied these days, and until her load is lessened, one can demand little change in her attitude.

At any rate, the loafer can't be killed off or dumped into the streets as a discouraged know-nothing, perhaps to enter upon a life of crime. We must give him something to do. He really wants to work; and he will work hard only when he knows that the work is of real value to him. He enjoys various lines of manual ability. Why not give him some experience in handling material things? For instance, let him do outside shop work and, if necessary, attend school only part time. Our schools are public institutions, and as long as they must house the loafer they should provide something of value for him to do. He needs to know how to add, divide, multiply, and subtract. He will need to do so in his business and in his future home, but teach him above all that true worth is in being—not seeming. Let him learn that there is nothing so royal as truth. During his school life let him live by doing. His sitting and pretending to learn those meaningless lines from Shakespeare teach him only false truths.

•

Teachers have expected too much of the loafer. It has been said, "You can lead a horse to water, but you can't make him drink." This may or may not be truth. If the ever-busy teacher were really and truly interested in her loafer, she ought to coax him to taste a slight sip of what she has to offer. Not every teacher can do this or is willing to do it. Then, too, the personality of the teacher and the nature of the subject itself may determine the extent of participation. Surely, somewhere the water is refreshing. If so, let the loafer drink his fill and take a new lease on life. Why pester the teacher and the loafer, too, by making him take or repeat courses he abhors? He will live just as long without them, and the teacher will live longer. The loafer cannot be properly cared for until he actually feels, from head to toe, that the subject he is taking is of real value

to him. Newly organized courses of study, slightly different attitudes, and a much better understanding of adolescence on the part of teachers could do wonders for Brother Loafer.

All in the Day's Work

By EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

Tact in Reform

"You look especially queenly when you stand up straight." I wrote that sentence in a note to a tall, attractive young teacher as I was leaving her room after visiting her class. Later, when I met her in the hall, she smiled and threw back her shoulders.

A few weeks ago I might have handled this situation quite differently. If I had spoken to the teacher at all about her poor posture, I very likely would have been untactful and offended her. Probably I should have said nothing; I would have postponed indefinitely the mention of a rather delicate subject.

But I have been reading recently Dale Carnegie's book—"How to Win Friends and Influence People" and I have been trying to live up to some of the author's suggestions.

I wish that all teachers and administrators could read this book. It seems as though some of us often go wholly contrary to its teachings. "Call attention to people's mistakes indirectly." "Let the other man save his face." "Use encouragement. Make the fault seem easy to correct." Such ideas as these Mr. Carnegie advocates for improving human relationships. If his suggestions were put into practice in the schoolroom, the spirit of good will and courage would prevail and the benefits would increase many fold.

•

Thoughts While Convalescing

No educator ever left a grander farewell message than the article by the late Superintendent Irl H. Dulebohn in the January 4 issue of the Journal of Education.

Some parents will not think that *Gone with the Wind* is fit to be read by boys and girls of high school age.

I can see no sufficient reason for requiring the reading of *Sir Roger de Coverley* by any high school student who does not need this to meet the requirement of some college.

Many people of means and influence are not really interested in the public schools.

Big Hearted Herbert is a remarkably suitable play for presentation by high school students.

The most notable Sunday School class that I know about is Class 13 of Portland, Maine, whose leader is Henry F. Merrill, and whose program is broadcast each Sunday at 9 a.m. over station WCSH.

There is no paper better for a high school library than the Christian Science Monitor, and no magazine more desirable to place beside this paper than the Rotarian.

Sickness intensifies one's appreciation of home and friends.

The best book of selections for assembly is Morgan's *Bible Readings in Character and Citizenship.*

The radio is an immeasurable blessing to those who are sick.

The Augusta College Club is rendering a splendid service in maintaining a fund to loan to deserving boys and girls who have difficulty in meeting their college expenses.

WINSTON FLASHES

STOP PRESS! FLASH!

ALL RECORDS SMASHED!

THE WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS

Wins Praise and Preference — Orders and Re-orders — in Thousands of Schools

Last year we urged you to "look at all three" before you placed your dictionary order. This year we say merely, "Look at the record" in your own and neighboring schools.

We KNOW, from letters of praise received every day from teachers and superintendents, and from the orders and re-orders which are pouring in, that **The Winston Simplified Dictionary for Schools** is what we claim—the best dictionary for school use. 46,000 words defined; 1004 pages; 1729 illustrations; 10 color plates; 24 pages of colored maps. Price, only **$1.28.** *Subject to usual school discount.*

Just Off Press—

Another new member of this distinguished dictionary family:

THE WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS

SHORTER EDITION

Differs from the larger book only in scope, defining in identical terms 70% of the entries in the parent book. 1100 illustrations.

Price, only $0.96.

Subject to usual school discount

Plan now to include these books in your requisitions for next year. Further information gladly sent upon request.

The JOHN C. WINSTON COMPANY
WINSTON BLDG. PHILADELPHIA PA
CHICAGO ATLANTA DALLAS SAN FRANCISCO

Psychological Clinic

Conducted by HELEN F. CUMMINGS, Ph. D.

Research Assistant, Department of Educational Investigation and Measurement, Boston Public Schools

You are cordially invited to consult Dr. Cummings about any problem of mal-adjusted personality. The service is free.

Dear Dr. Cummings:

In my third grade I have an attractive little girl, M., of foreign parentage who does excellent work in spelling, writing, and drawing, and only fair work in reading and English. She is shy and retiring, and inclined to be a little slow in her work. A foreign language is spoken at home, and all her training and experience in English have been acquired in the school. She is one of the poorest readers in my class despite her I.Q. of 101. I am very anxious to help her as she is most honest, obedient, and reliable, and seems to have the ability to succeed if helped in the right way. Thank you for any help you may give.

E. G.

Comment—

The major difficulty of your pupil seems to be the foreign language situation in the home. Since M. is a retarded reader it may be presumed that she has no system or plan by which she can make an independent recognition of words. First, you must make sure that the word is in her speaking vocabulary. This must be followed by an inventory of her word-recognition techniques. Have her read from a book which has material within her grasp, and record the type of error the child makes and the technique which she uses in order to recognize unknown words. You may thus discover the causes of the disability and aid the child in overcoming her handicaps through friendly co-operation as well as by teaching her word recognition skills. If this procedure involves having M. read from a primer, then that is the point at which the reading should be done with much supplementary reading material as she progresses.

•

Dear Dr. Cummings:

I have a rather babyish appearing little girl, G., in my fifth grade, and although she has an I. Q. of 90 she does poor work in reading and allied subjects. She is ten years and seven months old with no apparent defects in hearing, vision, or speech. She is obedient and self-controlled, and has what is called a "sweet disposition." She has not been retarded throughout her school career, and her immaturity gives me some concern. What can you advise?

V. H.

Comment—

From your facts it is apparent that G. is immature for the work of grade five as her mental age is now only nine years and six months. Her reading grade should be ascertained by means of a standardized test in reading, and then a program of remedial instruction could be carried on. It would seem best to have G. repeat grade five next year.

•

QUERY—

I have a pupil, Alice, eleven years, ten months of age, in my fifth grade with a normal intelligence ratio who is failing in all her school work. She is underweight and mal-nourished, which makes her nervous and irritable continually. She is the unfriendly type and makes few friends among her companions in school. She is an orphan and makes her home with aged grandparents. However, there is constant friction between Alice and her old grandmother, and this has an upsetting effect on the child. What shall I do to help this unfortunate girl?

M. P. C.

Comment—

There is a complexity of causation in the school failure of Alice. First, her physical condition is below par and needs immediate attention. If there is a nutrition class in your school district A. should be enrolled and be built up physically under the supervision of the school doctor and nurse. Following this A. should be challenged to improve her achievement in the school subjects as she could easily succeed in work on a higher grade level. The home environment is of paramount importance in the development of A.'s personality, and is undoubtedly the causal factor in her emotional instability. The co-operation of the grandparents should be secured in effecting A.'s adjustment by means of a sympathetic and encouraging attitude toward the girl. She should also be led to take an interest in her play group where there will be scope for her individuality, a place made for her in the social sphere and opportunity given her to escape from the role of dependence which she occupies in her grandparents' home.

•

Readers of this feature may be glad to learn that the little magazine, "Understanding the Child," which was suspended in 1935, has been revived. It is now sponsored by the National Committee for Mental Hygiene, instead of the Massachusetts Society which originally published it. It is published quarterly at 50 West 50th Street, New York City, and its editor is Dr. Henry B. Elkind, who was prominently identified with the earlier publication. The subscription price is 50 cents a year.

The News Digest
OF EDUCATION

Annual Conference

School Administrators To Meet in Nashville

NASHVILLE, Tenn.—The eighth annual School Administrators Conference will be held at Peabody College here, June 10-12, according to an announcement by Drs. Dennis H. Cooke and Ray L. Hamon, professors of school administration at this institution. A number of leading educators from over the South will take part on the program which has as its general theme, "New Administrative Philosophies for Schools in a New Social Order." Superintendent Nicholas Bauer, New Orleans, Louisiana, will be principal speaker at the closing banquet, June 12. Other eminent school officials scheduled to deliver the main addresses include: Dr. E. W. Knight, University of North Carolina; Superintendent J. A. True, Council Bluffs, Iowa; Mrs. L. W. Hughes, president, Tennessee Congress of Parents and Teachers, Arlington, Tenn.; Dr. William H. Bristow, general secretary, National Congress of Parents and Teachers, Washington, D. C.; Superintendent Edward D. Roberts, Cincinnati, O.; State Superintendent Clyde A. Erwin, Raleigh, N. C.; and Dr. Louis Stanley, Chief of Bureau of Home Economics, Washington, D. C.

Demonstration

School Music Declared No Frill

BOSTON.—Demonstrations by public school pupils in folk dancing, bands, and "choric speaking" featured the program of the thirteenth annual conference of music supervisors and teachers under the auspices of the State Department of Education held recently at the Massachusetts School of Art, with an attendance of 400 teachers. "Music and art are not newfangled frills," said Charles A. Mitchell, superintendent of Winchendon schools. "The old Greek schools taught by means of games and dances 2,300 years ago; we are just rediscovering their value." Winchendon schools, according to Mr. Mitchell, despite the lowest school appropriation per pupil in Massachusetts, this year reinstated the teaching of art and music, dropped at the beginning of the depression. The Winship School, Brighton, gave a recital of "choric recitation" in parts by children, directed by Miss Agnes E. Barry, master of the school. Later the champion Medford High School band, directed by Ralph Schoonmaker, performed, and Everett school children demonstrated gymnastics fused with music, led by Rev. Remy Zadra.

Harvard to Give Free Courses In Precedent-Breaking Plan

CAMBRIDGE, Mass. — Harvard classrooms and members of its world-famous faculty are to be placed at the disposal of the general public this spring for the first time in the 301 years of the college's history.

"Extra-curricular" courses in United States history, complete with examinations and prizes for honor students, will be made available without charge to both sexes, regardless of age or educational background.

The course will be a regular college course with Harvard undergraduates also participating but, like the public, for independent and voluntary study.

The program is unique in American education.

Aim of the plan, officials explained, is to stimulate a wider understanding of this country's civilization and to emphasize that the "best education" is not one bounded by formal college courses but one that continues through life.

The experiment, it was announced, is the first step in the university's plan to counteract the attitude that "the only road to knowledge lies through formal instruction administered by a college or university."

The plan was outlined by Dr. James B. Conant, president of Harvard, in his recent annual report, and details have just been completed for its operation by a committee of Harvard history and literature professors appointed by Dr. Conant last fall. First step for the course organization, preparation of a reading guide, is now under way.

All who take the course will be permitted to take examinations on the course so that each individual may measure his progress and as a basis for awarding prizes for the best work.

These awards will be in the form of books, will be known as the William H. Bliss awards in American history, and will be given to each member passing the examinations with honors and to undergraduates receiving the highest grades.

Tribute

Syracuse Principal Honored on Anniversary

SYRACUSE, N. Y.—Members of the Boy Scout troops 10 and 22 of Lincoln Junior High School staged their annual father and son banquets jointly recently to honor James A. Shea, principal of the school, on the thirty-first anniversary of his appointment as principal of Lincoln. One of the best known public school men in New York State and dean of Syracuse principals from the point of years of continuous service in the system, Mr. Shea was appointed principal of Lincoln on March 5, 1906. He has held the post continuously since that time. Members of the faculty of Lincoln, with teachers now retired or in other schools who worked under Mr. Shea years ago, honored him with a party of their own a few days earlier.

Florida Teachers

Vote to Uphold School Revenues

ORLANDO, Fla.—The Florida Education Association voted to oppose reduction of automobile license tag rates and repeal of the one half per cent gross receipts tax, now used exclusively for the schools.

In order to assure the county school systems of the aid needed, the association decided to ask the legislature for funds derived from the seventh cent of gasoline tax.

The final session went on record for creation of a state school board, composed of lay members with broad new powers now exercised by the board of which the governor and his cabinet are members.

Teachers' Troubles Are Lessened; New Machine Will Correct 'Exams'

PROVIDENCE, R. I. — Natural science has perfected a machine which will eliminate the school teacher's greatest worry — the correction of examination papers.

You just drop an examination paper into an opening in the machine, press a button and out comes the paper—fully corrected. A dial on the machines tells whether the pupil got 76, 90 or 100 on the test. The machine is said to be as near infallible as can be. Correctness isn't its only virtue. It is fast, efficient; adds, divides, and more important, will cut the cost of handling examination papers for schools.

The machine being tried out here is expected to mark 20,000 examination papers before it is shipped to New York for future tests. It is the first machine of its kind and cannot be bought.

Dr. Richard D. Allen, assistant superintendent of the Providence schools, who is supervising the tests of the machine, is high in praise of the apparatus.

Operation of the machine is simple. The pupils are given form sheets on which to mark their answers. Each answer corresponds to a number and the pupils mark a line opposite the number they believe is the right one. These sheets are then dropped into the machine's receptacle.

The graphite pencil markings are electrical contacts through which the machine adds up the right and wrong answers and gives the correct mark on each particular sheet. In all the machine may be set to perform about thirty operations, it was pointed out.

Sound Training

Model Plane Making Grows as Boys' Hobby

WASHINGTON. — Model aircraft building has become a popular hobby. It is estimated that 500,000 boys are enrolled in various model aircraft clubs, constructing model planes and competing with one another in flying them. This construction work, according to the Federal Office of Education, is valuable training for girls as well as boys. In building and flying model aircraft, they develop carefulness of workmanship, patience, attention to detail, persistence, inventiveness, research ability, reliability, and initiative. It also develops sportsmanship, provides an interesting hobby and recreational activity for boys' leisure time, and leads to an interest in aviation that may eventuate in a boy's employment in aviation work as a life activity.

See and Learn

Ferry Lessons Proposed For New York Children

NEW YORK.—If Ellsworth B. Buck can have his way, New York City school children are going to learn some corollaries to the three R's at the rail of a ferry boat. Chairman of the committee on buildings and sites, of the Board of Education, Mr. Buck got to thinking what a fine thing it would be for the city's future citizens to find out about foreign trade by looking at American bottoms tethered to their piers. That led to the same conclusion as to civics and geography, and the upshot of it was, he carried the matter to Mayor Fiorello LaGuardia and the superintendent of schools. They nodded approval. Under Mr. Buck's proposal, a city-owned ferry, which would accommodate 1,100 children, would ply the East and Hudson rivers and New York Bay in May, June, September, and October to provide supplemental instruction by visual education. The education board's instructional affairs committee is looking into the matter.

Keene Normal

President Mason Praised By N. H. Officials

KEENE, N. H.—The biennial visit of New Hampshire legislators to Keene Normal School recently developed into a good-will tour. The State's guests listened to speeches of pride in the institution under the guidance of President Wallace E. Mason by Mayor George F. T. Trask, Major Robert T. Kingsbury, of the state board of education, and Allison N. Piper, chairman of the Keene school board. A tour of the campus buildings revealed the justification of this pride, according to questions asked and complimentary remarks made. This was followed by an historical sketch of the school by President Mason, who is completing twenty-seven years as head of Keene Normal School.

Maladjustments

Survey Lists Reasons For Problem Children

ANN ARBOR, Mich.—At least one child out of every 100 in Michigan is a "problem case" severe enough to be recognized by his school teacher, working without the aid of specialized test or expert advice, states the Michigan Juvenile Delinquency Information Service of the University of Michigan. Lack of recreation and religious opportunities were marked among the group surveyed, it was found, while the children came from homes averaging six members. Placement of a trained psychiatrist in the area and improvement of opportunities were recommended to prevent future and worse maladjustments. Most of the problem children were in the fifth and sixth grades, received low marks and were at least one year behind in their school work. The survey showed that, of the total, 63 per cent were truants, 56 per cent lacked responsiveness in class, 51 per cent were given to lying, stealing, or property destruction; 50 per cent showed utter disregard of school rules, and 37 per cent were sullen, sulky, and melancholy.

Looks Ahead

School Age Shift May Hurt Towns

BOSTON.—Superintendent Reginald S. Kimball of the Monson schools declared recently that if the Legislature increased the compulsory school age from fourteen to sixteen years, it also should provide state reimbursement to small towns because of added educational expenses. Kimball said in approximately 125 of the smaller towns additional school facilities would be required and asserted welfare costs would go up because children who ordinarily would leave school to work at the age of fourteen would have to continue studies two years. As an alternative, Kimball suggested the legislation might apply only to larger cities and towns. The measure was sponsored jointly by the Massachusetts State Federation of Labor and the Republican House Leader, Christian A. Herter. The Boston school committee was placed on record as favoring the legislation.

Teachers Benefit

Light Rates Reduced To Pay Teachers

JACKSONVILLE, Fla.—Lights will shine in schools here and teachers will get their pay, too.

City commissioners voted to reduce electric rates to the county school board by 50 per cent, provided the amount saved goes to teachers as salary increase.

Teachers recently complained that their monthly envelopes brought them less than the amount received by street-sweepers, garbage collectors, and dump operators.

Peculiar Epidemic of Measles Broken Up With Cold Cream

MOUNTAIN LAKES, N. J.—An attempt to start a measles scare here by artificial tinting failed recently when the nurse at the Mountain Lakes High School rubbed a little cold cream on the face of a thirteen-year-old junior high school youth, who was the leader of the "measles movement."

The object of the ruse was to have school authorities close the school. Pupils in Booton, two miles away, were enjoying a vacation because fifty cases of measles had been discovered there. Reports of the shut-down in the neighboring community were received here with envy by the juvenile population. An investigation showed that Mountain Lakes had only four cases. Then a report got around the high school, probably inspired by wishful thinkers, that the local schools would close if a few more cases developed.

Miss Josephine Trippett was surprised when Frederick Lewis, eighth-grade pupil, went to her office with the mournful expression of a very sick man. Frederick had always looked the picture of health. And what were those red spots on his face?

The nurse was skeptical of those red dots. She daubed one with a little cold cream. It smeared.

"That must be lipstick," the nurse observed as she erased others and a vivid blush pervaded the youngster's face, making the dots that were still intact look pale in comparison.

The Mountain Lakes measles epidemic was then under control.

New Secretary

Englund Given Post In Minnesota Group

ST. PAUL, Minn.—Walter E. Englund has been appointed executive secretary of the Minnesota Education Association, and C. G. Schulz, executive secretary of that Association since 1921, has been elected secretary-emeritus, following a period of illness for several months. Mr. Englund, who has been field director of the M. E. A. for eighteen months, was for thirteen years prior to that superintendent of schools at Ely, Minn. Mr. Schulz, who has made a great contribution to Minnesota education over a long period of years, was the first full-time executive secretary of the Association, taking that position in 1921. He had been president of the Association in 1908 and has been active in professional organizations through the state. He was state superintendent of public instruction from 1909 to 1919.

Poster Contest

New York World's Fair Sponsors Pupil Competition

NEW YORK.—A national poster contest, open to the boys and girls who comprise the school population of the United States, with a free trip to the New York World's Fair as the grand prize, was announced by Grover A. Whalen, president of the 1939 fair. The contest will be open to all students, except children of employees of the fair corporation, from the first grade through college, in the United States, Alaska, Hawaii, Puerto Rico, and the Virgin Islands. This includes children in schools under private direction and parochial schools, as well as those in the public schools. The teacher in whose class the poster winning the Grand Prize is designed will also be given a free trip to the fair in 1939. Entries close April 30, 1938. All correspondence relating to the contest will be handled through the offices of the State Superintendents or Commissioners of Education, to whom Mr. Whalen has sent letters formally inviting each state to participate in the competition.

Suspension

Whipping Teacher Not to Be Discharged

ALBANY, N. Y.—Suspension for a year, rather than discharge, was recommended by the State Education Department for a New York City school teacher charged with beating two children. Dr. Frank P. Graves, State Commissioner of Education, ruled that although Samuel Rappaport had beaten two students last October, the penalty of discharge imposed by the School Board was "too severe."

Model Legislature

College Students "Enact" School Rules

HARRISBURG, Penn.—Three hundred and twenty-five college students attending the annual "model Legislature" under the auspices of the Intercollegiate Conference on Government, "enacted" legislation in one day that would have required at least a month of debate and log-rolling if taken up before the regular Pennsylvania Legislature. Everything from the removal of married women school teachers to opposition to sit-down strikes was considered, and the vigorous debates of committees were reflected in discussions before the "Legislature," meeting as unicameral legislative body, which the students believe is the ideal form of assembly. Reflecting the attitude of some of the minority members of the regular House here, the "model Legislature" passed a teachers' tenure bill with a $1,200 minimum salary, or $200 more than would be provided in a bill now pending before the State Legislature here.

Making Good

English Slum Children Succeed on Canadian Farms

DUNCAN, Vancouver Island, B. C.—While many adult back-to-the-land movements fail because city folk find it hard to adapt themselves to rural life, a group of six-to-twelve-year-old boys and girls have already proved that British society spent their money well in removing them from the slum districts of England and Scotland to the Prince of Wales Fairbridge Farm School near here. The boys are taught practical farming and the young girls are trained in the art of being good farmers' wives. Under the guidance of Professor H. T. Logan, on leave from the University of British Columbia's department of classics, the children receive their training, both in the regulation school curriculum from government-appointed teachers and practical farming. At the age of sixteen the boys will be eligible to be hired as farmer's helpers and the girls as "domestics" in private homes.

Child Genius

Girl at 28 Months Knows 3,600 Words

ST. LOUIS, Mo. — Dr. John P. Nafe, head of the Department of Psychology, recently conducted a series of tests which showed that Mary Christine Dunn, twenty-eight-months-old St. Louis girl, had an intelligence quotient of 185, according to a copyrighted story in the Post-Dispatch. This is forty-five points higher than the I. Q. normally attributed to "genius." Mary's parents say she has a vocabulary of more than 3,600 words, an estimate which has been accepted by Dr. Nafe and Dr. Winifred K. Magdsick, psychology instructor, who assisted him in giving the tests. The child is able to use twelve and thirteen words in a single sentence. Words such as "chrysanthemum," "hippopotamus," "auditorium" and "pendulum" offer her no difficulty as she purses her lips to pronounce them correctly, syllable for syllable.

New York City School Report Turns Out to Be a "Best Seller"

NEW YORK.—Statistics and accounting balances usually manage to keep annual reports from getting on the "best seller" lists. So when some particular report has to go into a second printing, it's news. That's the opinion on the 1937 report of Dr. Harold G. Campbell, superintendent of schools in New York City.

It was found that the man whose hand has turned prosaic educational abstracts into a very readable illustrated report with a world-wide demand is Howard A. Shiebler, secretary to Dr. Campbell.

"The law says we have to publish an annual report," he said, "but the law doesn't say it has to be a dull report that people won't or don't read. After all, the chief job is telling what the schools are doing so that the public, as well as the teachers, will want to know about it."

The story started last year when, by subordinating statistics to photographs and comment to typographic art, the publication blossomed out into a book that pleased educators everywhere. Even though the original 1936 report is more than twelve months old, requests for sample copies still come from foreign countries. The specimens distributed were said to have stimulated marked improvements in similar literature of other school departments.

Pictorial art probably holds the key to success of the volume, according to Mr. Shiebler, for the New York school reports contain a host of photographs which not only are excellent in a technical sense, but hold real human interest for most readers. Each of the illustrations was selected to convey an idea, with the result that there is no hit or miss feeling about the collection.

Lack Help

Says 2,000,000 Children Need Specialized Teaching

WASHINGTON.—Dr. John Studebaker, Federal Commissioner of Education, told the Senate Committee on Education and Labor recently that there were more than 2,000,000 children, some crippled, some otherwise incapacitated, who need special schools and specialized teaching. This situation, Dr. Studebaker said, is "one of the nation's greatest social weaknesses." Dr. Studebaker appeared before the committee in support of a bill appropriating $11,500,000 to be allocated to the States for aid to incapacitated children.

Short Cut

Road to College Shortened for Students

CHICAGO.—High school and college merge under a plan just approved at the University of Chicago which provides an entirely new educational unit comprising the last two years of high school and first two years of college. It means that a student who has completed the first two years of high school may enter the University of Chicago, not as a college freshman, but as a first-year student under the new four-year course. The purpose, it is explained, is to eliminate the abrupt separation which now exists between the high school and college programs. Dr. Robert M. Hutchins, president of the university, declared that the present division of an eight-year elementary school, a four-year high school, and a four-year college course are "the products of historical accidents and have no educational logic to support them." He has suggested a six-year elementary period, a four-year high school section and a four-year college of the type just approved.

Marriage Ruling

Girl Students Who Wed May Not Attend School

JOHNSON CITY, N. Y.—Girl students who marry have been barred from the city high school by the superintendent of schools, Howard B. Eccleston. This action, he explained, followed the elopement of a sixteen-year-old girl with a twenty-four-year-old man. Mr. Eccleston said the girl had been re-admitted as a student, however, because proceedings to annul the marriage had been instituted.

RUTGERS UNIVERSITY
The State University of New Jersey
SUMMER SESSION
July 5—August 7—Five Weeks

Art and Drawing, Education, Manual Training, Vocational Education, Vocational Guidance, Music, Botany, Chemistry, Commercial Education, English, Romance Languages, Home Economics, Mathematics, Physics, Zoology.

The Faculty is made up of Professors from Rutgers and other Universities and Specialists in their Respective Fields. Special Course in Public Health in Co-operation with State Department of Health. For Complete Information Address:—

Director of the Summer Session
Rutgers University
New Brunswick, N. J.

SUMMER SESSION
UNIVERSITY OF
VERMONT

July 6th to August 13th

Graduate and undergraduate courses in Liberal Arts, Education, Business Administration and Engineering. Courses for elementary and high school teachers. Special work in Dramatic Art and Nursing Education. Excellent musical and dramatic entertainments. Delightful climate. Mountain and Lake excursions under University direction. Enrollment limited.

Write for Illustrated Catalog

BENNETT C. DOUGLASS, Director
Burlington Vermont

GOOD TEACHERS IN DEMAND

Largest Teachers' Agency in the West. Est. 1906. Unexcelled Service. Copyright Booklet, "How to Apply, etc." free to members, 50c to non-members.

ROCKY MT. TEACHERS AGENCY

WM. RUFFER, Ph. D., Manager

Make your "Card Catalogue" alive with *Wilson-Way* Photos.

Wilson-Way School Photography, Cambridge, Mass.

Settlement

Teachers' Strike Halted by Truce

SCRANTON, Penn.—Fell Township school teachers, on strike for several weeks, have returned to their classes. The teachers agreed to a compromise at a meeting of taxpayers who complained that the strike kept 1,700 pupils out of school. The compromise provided that negotiations would continue between the School Board and the teachers, who demand that their contracts be renewed and that they receive salaries that are overdue. The teachers said if the board would not rescind an order canceling their contracts, they would resume their strike.

Year Off

"Maternity Leave" Granted Foster Mother

NEW YORK.—The Board of Superintendents have approved the application for a "maternity leave" of a married teacher who desired a year's absence without pay to devote to the raising of an adopted child. Although the superintendents had no precedent to follow, "we decided that we would grant the leave for one year on the basis of public policy," Jacob Greenberg, associate superintendent in charge of personnel, said. "Although we may now have more requests of this nature, I personally believe it will be a very good thing." Dr. Harold G. Campbell, superintendent of schools, thought the request was "reasonable" and seemed entirely proper. He remarked that the foster mother was sacrificing "her time and money for the good of the state."

Budding Flyers

Aerial Scholarships Offered in England

LONDON.—The program initiated by the Society of British Aircraft Constructors for scholarships which open an avenue of advancement for poor boys to high executive positions in the aircraft industry, resulted in hundreds of applications. These were reduced to thirty-two, the number requisite for the first year. The plan provides for a grant of 400 pounds sterling for each selected candidate. This sum, together with the ordinary apprentice's pay, will enable him to live in reasonable comfort without burdening parents or guardians. That this method is likely to fulfill expectations is revealed by the high level of talent among youths who have applied. Some candidates who have been selected are said to combine with exceptional scholastic attainments a deep interest in engineering, and some have designed and flown model aircraft.

Responsibility

School Held Place To Debate Issues

ITHACA, N. Y.—Dr. C. B. Moore, professor of rural education at Cornell University, told delegates attending the annual Cornell institute for parent-teacher leaders that "controversial issues must be faced in public schools." Dr. Moore said "one reason for restricting the discussion of social and civic issues is the possibility of friction among various interests concerned." "But," he asserted, "the way to satisfactory adjustment is not always pleasant. Our various educational agencies must accept responsibility for training young citizens to face political facts with good poise." Dr. Moore declared that "intelligent American children are going to discuss debatable social and civic issues whether the elders wish it or not."

SUMMER SESSIONS *for* TEACHERS

Begin June 28, close August 6, 1937

Teachers requiring credits for purpose of certification, or who are candidates for degrees will find the program of courses for summer sessions at Temple University ideally adapted to their needs. Send today for complete catalog, and booklet of recreational interests afforded. Classes commence June 28th, and close August 6.

Address Office of the Registrar, Broad Street and Montgomery Ave., Philadelphia, Pa.

TEMPLE UNIVERSITY
in Philadelphia

Boston University Summer Session

July 6 to August 14, 1937

Offers 250 courses in the general fields of Liberal Arts, Business Administration, Practical Arts and Letters, Music, Theology, Law, Education, and Religious and Social Work.

Special programs of courses in the field of education, designed for teachers and school administrators, include:—

Administration and Supervision
Social Philosophy and Social Studies
Health and Physical Education
Elementary Education
Secondary Education
Commercial Education
Religious and Social Work
Psychology and Methods
Guidance
School Music

Increased facilities for graduate study in preparation for professional advancement.

For bulletin and further information, address:

ATLEE L. PERCY, Director
688 Boylston Street, Boston, Massachusetts

Gap Between School and Work Demands Attention of Leaders

CHAPEL HILL, N. C.—Those who control society's institutions must strive to close the gap which exists between school and work if either is "to resist the pounding pressure of modern maladjusted youth seeking its opportunity," Dr. M. R. Trabue, director of the division of education of the University of North Carolina, warned recently.

Declaring that the gap was not simply a period of temporary unemployment in the life history of the young person, but "in many cases a violent readjustment of the youth's ideals, personality and purposes in life," Dr. Trabue said that those social and educational leaders would have to be willing "to break sharply with traditions" and to sacrifice temporary private gain for permanent public good to achieve that end.

Terming the present system of giving a broad background without specific training for work an "insidious process," Dr. Trabue said that work should be provided earlier for many of the young people, while the school should provide more appropriate training for a longer time for others. He said that it was time to stop speaking of one respectable job as "superior" to another and that any job which needs to be done should be done by a person reasonably well qualified by nature, training and experience for it.

"The first duty of the school toward its pupils is to learn them rather than to teach them," he concluded.

Co-operation

College Aids Towns By Education Tests

LANCASTER, Penn.—By the practical work in a course in educational testing the Department of Education at Franklin and Marshall College contributes a service to surrounding communities and at the same time gives its students actual experience with tests and testing techniques through field work. For twelve years work has been carried on by students, under the supervision of the teacher of the course, in the schools of Lancaster and several surrounding townships. In one township this service has been conducted for six years consecutively. Some of the problems attacked have been: assisting in the annual administration of intelligence testing of new pupils; measurement of pupils' achievement in such courses as civics and general science; diagnostic testing in a special class of retarded and slow pupils; survey tests of the fundamentals of arithmetic and mechanics.

Paul E. Elicker

Newton Educator Heads Schoolmasters

BOSTON.—Paul E. Elicker, headmaster at the Newton High School, has been elected president of the Massachusetts Schoolmasters' Club. He succeeds Burr J. Merriam, superintendent of Framingham schools. Other officers elected were Dr. Jesse B. Davis, dean of Boston University school of education, Leonard M. Patton, master of the William Barton Rogers School, Boston, and Herbert H. Howes, president of the Hyannis State Teachers College, vice-presidents; Henry W. B. Arnold, of Milton, secretary-treasurer. Admitted to membership were Frank H. Dillon, of the Bradford Durfee Textile School, Fall River; Raymond C. Wass, principal of the Hanover High School; James W. Kavanaugh, teacher-coach at Kingston High School; Arthur F. O'Brien, of the Framingham Junior High School, and John F. Twomey, master of the Haggerty School, Cambridge.

Advice

Teachers Told to Avoid Partisanship in School

SPOKANE, Wash.—School teachers who test their pet theories by spreading "propaganda" in classrooms drew criticism from Orville C. Pratt, president of the National Education Association. "The teacher is a citizen and has exactly the same rights as other citizens; but no citizen, teacher or not, has any right to use the schools to spread his particular brand of propaganda," Mr. Pratt told a meeting of the Northwest Education Association. He upheld a teacher's right to deal with controversial subjects, but not as an advocate of one side or the other.

Kindly President

Ready to Bail His Own Students

AMHERST, Mass.—President Stanley King, of Amherst College, does not mind bailing errant students out of jail on Sunday mornings. "It happens," he explained to Amherst alumni at a dinner, "that I own a piece of real estate in Springfield which is good Sunday bail. So on Sunday mornings, on occasions, I am only too happy to oblige." But the head of Calvin Coolidge's alma mater noted that the duty has been necessary only once this school year. That was after a stirring football game which Amherst rallied to win by one point.

Modern Trend

Punch and Judy Hailed As Aids to Education

SPOKANE, Wash.—Puppets of the Punch and Judy show found a champion in the field of modern child education. Their use in arousing youngster interest in "creative plays" was advocated by Superintendent S. Gaiser, of the Salem, Ore., public schools at the Inland Empire Education Association convention. An indictment of the trend toward teachers' "loyalty oaths" and instruction by legislative fiat came from Dr. W. D. Amentrout, vice-president of the Colorado State College of Education.

Walkouts

Pupils Demand Teacher Reinstatement

ECRU, Miss.—Student strikes recently closed one north Mississippi school and stopped classes in the high school division of another.

One hundred of the 125 high school students of Ecru walked out when four teachers, who claimed their back salaries had not been paid, failed to report for duty. The Ecru school has an enrollment of 450.

The consolidated school at Hickory Flat, thirty miles north of here, was closed indefinitely by the board of trustees when sixty striking high school students who walked out, declared they would not return unless the board rescinded its action in refusing to reappoint six teachers, including Basketball Coach Frank Davis, for next year.

Timely Course

Skiing Instruction In Schools Suggested

BOSTON.—At a gathering of more than 1,200 physical educators of Massachusetts here, Harold M. Gore, professor of physical education at Massachusetts State College, urged the introduction of skiing and skating instruction in the public schools. He said a well-balanced physical education program should provide for present Winter sports trends. "It is suggested that the school ski program should include education as to proper Winter clothing and the necessary equipment; the need for adequate physical conditioning; attention to health, safety, and skiing first aid, and the instruction in the techniques of the several skiing fundamentals," he declared.

Book Reviews

Toward Better English

JUNIOR ENGLISH ACTIVITIES. Books I, II. By W. Wilbur Hatfield, Chicago Normal College; E. E. Lewis, Ohio State University; Lydia Austill Thomas, Washington High School, Indianapolis; Lois A. Woody, State Teachers College, Terre Haute, Indiana. Book III by W. Wilbur Hatfield; E. E. Lewis; Emma M. S. Berg, Cornell University, Ithaca; and Gladys Louise Borchers, University of Wisconsin. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Techniques of teaching English have come a long way from the dry study of grammar to such a series as "Junior English Activities," with its vastly more natural method of developing language power through real-life situations. Following the general plan recommended by the National Council of Teachers of English, these texts find abundant motivation in the social contacts and needs of the pupil. Conversation, discussion, telephoning, writing letters, relating incidents, explaining things clearly, writing business letters —these and other common occasions are drawn upon to stimulate the learner's interest and suggest valuable exercises. Units built around such experiences include tests of technical word-skill, and abundant correctional matter for those who require it.

An advantage claimed for this series is its careful avoidance of overcrowding or cluttering the pupils' minds. Emphasis is laid upon mastery of essential principles rather than a conglomeration of rules and exceptions.

The net result seems to be a set of texts well stocked with educational vitamins and likely to improve the quality of oral and written English for thousands of girls and boys.

• •

Tests Retested

MEASURING INTELLIGENCE. By Lewis M. Terman, Professor of Psychology, Stanford University, and Maud A. Merrill, Associate Professor of Psychology, Stanford University. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The two decades which have passed since Dr. Terman's original volume in this same series appeared, have witnessed a cumulative recognition of the values inherent in the testing of mental abilities. To ascertain the degree of a child's intelligence is to possess information of great assistance in guiding the child in his choice of studies and his choice of a vocation. It is to possess data which may be used in deciding where the child belongs in any system of grading and promotion; whether in special class or regular. Important keys to the understanding of subnormal, abnormal, and supernormal children are available through a wisely administered testing program.

The present volume deals with the handling of the Stanford-Binet tests, both in general and in detail. Publication of this work has been awaited with keen anticipation by many educators, and the work itself bids fair to reward that waiting in no disappointing fashion. A text of real significance is this which treats of time-tested tests and how they may be applied in the light of experience for the benefit of individuals and the social order.

• •

Enjoyable Reading for Grade 8

BEACON LIGHTS OF LITERATURE. By Rudolph Chamberlain. Syracuse, Chicago, New York, Atlanta, Dallas: Iroquois Publishing Company.

Admirably selected and arranged for pupils in the eighth grade, this volume in the "Beacon Lights of Literature" series bears many evidences of purposeful editing and thorough workmanship. Here is gathered a wide variety of material both old and modern.

Arranged in sections according to the type of material, each selection is preceded by a boxed story of the author—and these author sketches are unusually live and interesting. Suitably interspersed are intriguing suggestions as to further reading.

The volume carries out in letter and in spirit the recommendations of the National Council of Teachers of English for a literature text at eighth grade level, and it should do much to develop a genuine zest for worthwhile reading.

• •

Educational Sociology

SOCIAL FUNCTIONS OF EDUCATION. By Robert M. Bear, Assistant Professor of Psychology, Dartmouth College. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Much water has gone over the dam since education was a mere matter of going to school, remaining in school to a certain point and then calling it all over.

The volume which Robert M. Bear has written deals with education in its many-sided relationships with modern life. The student of this text will become better oriented in the world of human beings and institutions of which he is a part. He will see education in its true light, as a continuous process throughout life, a process affected by many factors beyond the classroom. He will see the formal system of instruction as itself a social institution with important bearings upon economics, politics, religion, and other social forces.

• •

Back of the Zoo

ON JUNGLE TRAILS. By Frank Buck with Ferrin Fraser. Yonkers, N. Y., Boston, Atlanta, Dallas, San Francisco, Portland, Ore.: World Book Company.

What in the world is more exciting than the hunting of wild game—unless it be the sport of capturing such game alive?

Frank Buck, whose experiences went into the making of this narrative, probably has more first-hand knowledge of wild animals, both rare and common, than any other living person.

Like a cameo is the account of the mouse deer, eight inches high and with legs no larger than a lead pencil, which can outrun almost any other creature; a gentle thing, credited with great intelligence, and declared by the naturalist-author to be the most beautiful of all dwellers in the jungle.

The episodes of this jungle story are fascinatingly told, informative, and contain an admixture of folk lore which lends particular charm. The illustrations are from photographs and help to engrave the book upon the memory like a series of shared adventures. Adults as well as children and young people will delight in reading "On Jungle Trails," by "Bring-'em-Back Alive" Buck and Ferrin Fraser.

• •

A beautiful paper-bound book entitled "Our Flag and Our Schools" comes to us bearing the official seal of the State of Delaware. Compiled by Superintendent Samuel Engle Burr, of New Castle, this document gathers into one convenient place an important amount of history and patriotic sentiment having to do with the Stars and Stripes and its relations with education. The brochure is distinctly Delawarean in a sense and yet it is national and even international in its horizons and replete with inspiration for citizens, both young and old.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Art Supplies

Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Iroquois Publishing Co., Syracuse, New York

Lyons & Carnahan, New York

The Macmillan Co., New York

Newson and Co., New York

Row, Peterson and Co., Evanston, Ill.

Silver, Burdett and Co., Newark

Scott, Foresman and Company, Chicago, New York, Atlanta, Dallas

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.

Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

Jewelry

L. G. BALFOUR COMPANY
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements, Diplomas, etc.
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Chor and Orchestral Music; Operettas

Photography For Schools

WILSON-WAY
SCHOOL PHOTOGRAPHY
Cambridge, Mass.

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Inc.
1 Park Avenue, New York, N. Y.

Fred J. Page

Superintendent Re-elected In Williamson County

FRANKLIN, Tenn.—Fred J. Page, superintendent of public instruction of Williamson County for the past thirty-eight years, was recently re-elected without opposition for two more years.

Money Ready

"College in the Pines" Step Nearer to Reality

MALONE, N. Y. — Paul Smith's, the "College in the Pines," came one step nearer reality recently. The will of Phelps Smith, late Adirondack utilities magnate who left an estimated $7,000,000 to found the college, was admitted to probate here without objection. Under the terms of his will, the college would be known as the "Paul Smith's College of Arts and Science," in memory of his father, one of the Adirondack's original great landowners. It would be constructed on the shores of wooded St. Regis Lake—in the heart of the Adirondacks — as "quickly as possible."

Letters Exchanged

Montreal Pupils Carry On Empire Correspondence

MONTREAL.—Five hundred boys and girls in Montreal schools are in correspondence with other pupils in all parts of the Empire as a result of a scheme inaugurated by the education committee of the Royal Empire Society.

Incensed

50 Irish Parents Beat Teachers

GALWAY, I. F. S.—Fifty parents stormed a schoolhouse on the island of Achill recently as the upshot of a pupils' strike, beating the teachers and two constables who tried to stop them. Police reinforcements finally scattered the parents. The children have been striking off and on for ten weeks because the teachers refused to prepare their noonday meals.

Commuter

110,000 Miles Just For His Education

SEDALIA, Mo. — Preston Sumner has traveled 85,000 miles in less than six years as a commuting college student. By the time he receives his degree in electrical engineering from the University of Missouri in 1938 he will have traveled 110,000 miles in quest of an education. Sumner, employed by a telephone company here from 4 p. m. until midnight, attended Central Missouri Teachers College at Warrensburg, thirty miles west of here, for four years. Now in his second year at the university, he makes the seventy-two miles trip to Columbia and return five times a week. Sumner is driving his fifth motor car since his college career began. He figures his sheepskin will represent $4,500 in transportation and incidental costs.

DIRECTORY OF TEACHERS' AGENCIES

THE GRACE M. ABBOTT TEACHERS' AGENCY
GRACE M. ABBOTT, Manager
120 BOYLSTON STREET, BOSTON
Member National Association Teachers' Agencies

AMERICAN AND FOREIGN TEACHERS' AGENCY
19 West 44th Street, New York
Recommends instructors, teachers, tutors and governesses for colleges, schools and families. Careful selection for individual needs.
MISS AGNES HOOKER MISS NELLIE R. TALBOT
Successors to Mrs. M. J. Young-Fulton

THE CARY TEACHERS' AGENCY
Our methods conform to the highest standards of placement work
49 PEARL ST., HARTFORD, CONN. | CLAPP BUILDING, PORTLAND, MAINE | 14 BEACON ST., BOSTON, MASS.

THE FICKETT TEACHERS' AGENCY
EDWARD W. FICKETT, Prop. Tel. Laf. 4756
N. A. T. A. Member
8 BEACON STREET, BOSTON
Established 1885

THE FISK TEACHERS' AGENCIES
Boston, Mass., 120 Boylston St.; New York, 70 Fifth Ave.; Syracuse, N. Y., 139 Fage Ave.; Philadelphia, Walnut and Juniper Sts.; Portland, Ore., 409 Journal Bldg.
Send for circular and registration form free

ALBERT TEACHERS AGENCY
25 E. Jackson Blvd., Chicago, Ill.
50th Year — The well prepared and successful teacher is earnestly sought by our many clients for College, Teachers' College, Public and Private School work. Write for folder. Chicago Agency Member NATA.
Correspondent Agencies:
E. T. Duffield, 535 5th Ave., N. Y.
Alta B. Collier, Inc., Hyde Bldg., Spokane

KELLOGG'S TEACHERS' AGENCY
Established 1889
31 Union Square, New York, N. Y.
(Broadway at 16th Street)
B. F. Mannion, Miss M. B. Gosman, Managers
Telephone Algonquin 4-1756
We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for careful personal service.
Member National Association of Teachers' Agencies

COUNSELOR IN EDUCATION
TRUE W. WHITE
DIRECTOR OF THE TEACHERS EXCHANGE
OF BOSTON, AT 6 PARK STREET
Member National Association of Teachers' Agencies

WINSHIP TEACHERS' AGENCY
ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones: Office and Residence
PROMPT! COURTEOUS! FAIR!
Member National Association of Teachers' Agencies

This space available for Teachers Agency Announcement

Grins Between Grinds

Of Same Mind

A Scotchman from the remote Highlands paid his first visit to London. On arriving at Euston, a voice immediately said, "Taxi, sir?"

Donald shook his head.

After exploring London, our Scotch friend went on to Bristol. On emerging from the station he heard the familiar hail, "Taxi, sir?"

"No, thank ye," he bawled. "I said 'No' in London, and I meant it. Now stop following me about."

• •

Mere Camel-Rider

An Arab sheik was being taken in a car across a very bumpy patch of desert. So bad was the going that at last the car overturned and the sheik was thrown out.

Instead of turning in wrath upon his driver, the Arab picked himself up and apologized profusely, saying:—

"I'm so sorry, I have not learned to ride one of these things yet."

• •

Overstepping

One day an inspector of New York tenement houses found four families living in one room, chalk lines being drawn across in such manner as to mark out a quarter for each family.

"How do you get along here?" inquired the inspector.

"Very well," was the reply, "until the man in the farthest corner began to keep boarders."

• •

Lie and Lay

A professor of English suffered a nervous breakdown at the close of school last Spring. He became difficult to handle, and was committed to a sanitarium until his nerves should improve. A guard was stationed at his bedside. Each time the professor made a move to get up, the guard bawled, "Lay down!" After a day or two of this the tormented professor said to the guard pleadingly, "Won't you please say 'lie down'?"

"All right," said the guard, "if I say lie down will you lay down?"

• •

Work While He Sleeps

The Irish foreman found one of his men sleeping in the shade.

"Slape on, ye idle spalpeen," he said, "slape on. So long as ye slape, ye've got a job; but whin ye wake up, ye're out of wurrk!"

• •

His Cue

The man standing in the queue outside the picture palace felt someone touch his back from behind. Turning sharply he saw a youth about to leave the queue.

"I'm only going to pop over the road," said the young one. "I want some chewing gum."

"That doesn't interest me."

"I know," replied the youth. "But I thought I might forget my place, so I've put a chalk mark on your back."